



Onslow Infant School

Accessibility Plan

To be read in conjunction with the following documents:

- Inclusion Policy
- Equality Information and Objectives

Plan Review

Created: June 2024

To be reviewed: June 2025 and June 2026

To be updated: June 2027

The Equality Act 2010 requires schools to carry out accessibility planning for disabled pupils.

The subsequent advice document, **The Equality Act 2010 and schools**, states that:

“In addition to having a duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally as it is likely that any school will have a disabled pupil at some point. However, schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments.”

(Department for Education, May 2014, p28)

The advice document refers to the definition of disability from the Act as *“when a person has a physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to carry out normal day to day activities.”* (p25)

The Act and the advice document define an accessibility plan as a plan, over a prescribed period, for:

- *“increasing the extent to which disabled pupils can participate in the curriculum;*
- *improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;*
- *improving the availability of accessible information to disabled pupils.”* (p29)

Schools need to ensure that they provide adequate resources for the implementation of plans and must regularly review them.

At Onslow Infant School, our accessibility plan is part of our commitment to providing an appropriate and high quality education to all our children. We believe that all children, including those with disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. This is outlined further in our Inclusion Policy, and supported by our Learning and Teaching Policy and our Equality Objectives.

We also recognise the importance of considering how staff, parents/carers and visitors participate fully in school life, access the school site and access the information that they require.

Objectives

Through the implementation and ongoing review of our accessibility plan Onslow Infant School will strive to:

- Provide an accessible environment that values and includes all pupils, staff, parents/carers and visitors.
- Ensure equality of opportunity for all learners.
- Challenge negative attitudes about disability and accessibility.
- Develop a culture of awareness, tolerance and inclusion.

The plan was formulated in June 2024 and will be reviewed in June 2025. Adaptations will be made as necessary between reviews.

Aims

Our aims are to:

- Increase access to the curriculum for pupils with disabilities.
- Improve and maintain access to the physical environment, facilities and services.
- Improve access to information for pupils, parents/carers and staff with disabilities.

Aim	Current Good Practice	Next Steps	Responsibility (Timescale)	Success Criteria
(1) Increase access to the curriculum for pupils with disabilities.	<ul style="list-style-type: none"> - Strong transition arrangements enable pupil need to be identified with sufficient time to make adaptations as required. - Staff are deployed according to pupil need to ensure that pupils who need support have this available when required. - Staff training on individual pupil needs is provided so that they are aware of strategies and equipment required to ensure curriculum access. - The school works closely with outside agencies to assess pupil need and ensure appropriate provision is in place. - Visuals and manipulatives used to support learning in all year groups. - Interactive screens have been updated and iPads are available in all classes to support access to learning materials. 	<ul style="list-style-type: none"> - Mirroring the interactive board to an iPad has been successful in one class and could support curriculum access for more pupils if rolled out more widely. 	Inclusion Leader (by June 2025)	<ul style="list-style-type: none"> - If of benefit to children, classrooms will have access to an iPad set-up to mirror the interactive screen, enabling pupils to view the content up close.
		<ul style="list-style-type: none"> - Staff have accessed training on an introduction to iPad accessibility features, competency now needs to be increased and use of these features need to become part of the school's core provision. 	Computing Lead (by June 2025)	<ul style="list-style-type: none"> - Staff are aware of iPad accessibility features and these are routinely used in lessons. - Speech-to-text is routinely used for children who find writing challenging
		<ul style="list-style-type: none"> - Implementation of sensory circuits for children with additional needs, to increase their ability to access to the curriculum. 	PE Lead and Inclusion Leader (by June 2025)	<ul style="list-style-type: none"> - Actions required to see if use of sensory circuits has increased the accessibility of the curriculum.

Aim	Current Good Practice	Next Steps	Responsibility (Timescale)	Success Criteria
<p>(2) Improve and maintain access to the physical environment, facilities and services.</p>	<ul style="list-style-type: none"> - New building fully accessible with flat access, disabled toilet, large classrooms with good circulation space. - Disabled toilet installed in front entrance area so accessible to visitors, before and after school, available for pupils/staff in the main building. - Step-free access available to almost all parts of the site, ramp available for use when needed in identified areas (e.g. front entrance, the Hive and the Den classrooms). - Ramps installed to hall and a Year 2 classroom. - Tarmac path installed on the field to enable access to the Woodland area for wheelchair users. - Tarmac path installed to the Reception Woodchip area to enable access for wheelchair users. - Edges painted yellow on steps from hall and handrail coloured red to support those with visual impairments. 	<ul style="list-style-type: none"> - Toilet facilities in Squirrel classroom used currently by Year 2 have had improvements in order to be fully accessible. - Access inside the main building from outside the office still requires ramps. - Access from EYFS classrooms to the outdoor area is not always accessible for all e.g. wheelchair users; audit and discussion required. 	<p>School Community Manager (by June 2025)</p>	<ul style="list-style-type: none"> - Audit of accessibility into school office, to EYFS outdoor area. Success criteria fulfilled if visitors can access office easily and if EYFS children can access outdoor area easily.
		<ul style="list-style-type: none"> - Following substantial access improvements over the past 7 years it would be useful to audit the site to ascertain whether further adaptations are required. 	<p>Inclusion Leader and Inclusion Governor (by June 2025)</p>	<ul style="list-style-type: none"> - Report on audit of school environment to be shared with staff, governing board, parents/carers and pupils.

Aim	Current Good Practice	Next Steps	Responsibility (Timescale)	Success Criteria
<p>(3) Improve access to information for pupils, parents/carers and staff with disabilities.</p>	<ul style="list-style-type: none"> - Key policies are available on the school website. - The school website has accessibility features in place and further improvements have been identified. - The school will provide alternative formats of key policies if required e.g. printing them in enlarged form. - Consideration is given to access for all pupils, parents/carers, staff and visitors when planning school events. - The attendance of parent/carers at school events is monitored to ensure that non-attendance is not related to issues with accessibility. - Information shared at school events is also circulated digitally following the event to enable revisiting and reformatting. 	<ul style="list-style-type: none"> - A large amount of information for parents/carers is circulated in written format required a functional level of literacy and comprehension. Some information published could be supported with pictures or video to support understanding. - Information from external agencies is shared more regularly now e.g. from Mindworks, Primary Mental Health Worker, Guildford Family Centre. 	<p>All Staff (by June 2025)</p>	<ul style="list-style-type: none"> - Key information for parents/carers is supported by visuals to aid understanding. - When suitable video or web-based materials are available to support information shared, these will be signposted.
		<ul style="list-style-type: none"> - Some signage around the school is not suitable for non-readers, is no longer clear due to deterioration or is not well-situated. It would be helpful to audit this and plan improvements. 	<p>Inclusion Leader and Inclusion Governor (by June 2025)</p>	<ul style="list-style-type: none"> - Signage on the school site is situated to be accessible to all. - Signage on the school site is clear and easy to see. - Signage on the school site includes pictures when these support understanding.