



Accessibility Plan 2025 - 2028

This policy was adopted/updated:	January 2025
This policy will be reviewed:	January 2028
Governor Committee Responsibility:	RPC
Statutory policy:	Yes

MAPLE INFANTS' SCHOOL ACCESSIBILITY PLAN 2025 - 2028

~ TOGETHER WE LEARN AND GROW ~

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

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Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Maple Infants' School promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community which we serve. This commitment is therefore reflected in the school's accessibility plan. The plan encourages a proactive approach to improving access for stakeholders.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Key to Abbreviations:

SENCO – Special Educational Needs Coordinator

INCO – Inclusion Leader

SLT – Senior Leadership Team

EYFS – Early Years Foundation Stage

KS1 – Key Stage One

HLTA – Higher Level Teaching Assistant

TA – Teaching Assistant

SMSA – School Meals Supervisor

SBM – School Business Manager

HT – Head Teacher

AIMS AND OBJECTIVES AT MAPLE INFANTS' SCHOOL 2025 – 2028

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM: INCREASE ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY				
Current Good Practice				
<ul style="list-style-type: none"> ➤ Whole school ethos in place for inclusive practice ➤ Our school offers a differentiated curriculum for all pupils ➤ Our school is well equipped with physical resources to support the varying needs of pupils ➤ Pupil progress is tracked for ALL pupils, including those with disabilities ➤ Subject leaders review the curriculum to ensure that it meets the needs of all pupils ➤ All staff carefully plan for the provision of all pupils within off-site risk assessments prior to visits. These are quality assured by the Senior Leadership Team with a particular view to pupils with additional needs. ➤ Visual timetables used consistently across the school. 				
Priority	Action	Responsibility	Timescale	Success Criteria
To ensure that classrooms are optimally organised and appropriate equipment is provided to promote the active participation and independence of all pupils	Classrooms are well organised, low arousal spaces and general equipment is labelled (non-negotiables in each phase met)	Class Teacher, TAs & EYFS/KS1 Leaders	From spring 2025 & ongoing	Increased access to curriculum Needs of all learners met Increased independence All children make good or better progress Children are well prepared for next stage of learning journey
	Children are taught to respect resources and look after them	Class Teacher	Ongoing	
	All children are taught how to access resources to promote independence	Class Teacher	Ongoing	
	Appropriate equipment is in place which supports the need of individual pupils e.g. specialist seating, sloping boards, coloured overlays, pencil grips etc	SENCO, INCO & Class Teacher	Ongoing and in response to need	
	Additional resources are purchased to support specific needs if necessary	SENCO, INCO & Class Teacher	Purchased in response to need/advice	
	Consideration given to use of purposeful visuals without 'clutter' and distraction	Class Teacher	Ongoing	
To increase dual coding strategies in order to support equal access to information in a format which can be understood by all.	Staff consistently use visual images to support learning and enhance progress through Widgit	Class Teacher, TA and EYFS/KS1 Leaders	Ongoing	Dual coding strategies in use across all curriculum areas which all children access Increased independence. All children make expected or better progress
	School to maintain subscription to Widget Online	SBM	Renewal yearly in June	
	Staff use and promote dual coding across all curriculum areas	Class Teachers, Subject Leaders, TAs	Ongoing	
To ensure that the needs of children with disabilities are carefully considered when	Home learning opportunities are carefully planned to meet needs of all learners	Class Teacher, EYFS/KS1 Leaders, Subject Leaders	Ongoing	All children are able to access home learning

providing home learning opportunities and additional adaptations or resources provided to support this commitment.	Additional resources are provided or given access to for learners who require them	Class Teacher	Ongoing	All children access home learning
	Expectations and guidance is clearly shared with parents/carers	Class Teacher, EYFS/KS1 Leaders, Subject Leaders	Ongoing – especially when introducing new strategies	Families feel supported and know how to support their children
	Staff follow up with pupils and parents to ensure learning has successfully taken place	Class Teacher	Ongoing	
To ensure that disabled children can take part equally in lunchtime provision.	Explore how all children feel about current lunchtime provision in place (include those with additional needs)	SLT, HLTAs, SMSAs	Spring 2025	All children are able to successfully access lunchtime provision if wanted
	Identify barriers (with children and SMSAs) and consider how these can be overcome	SLT, HLTAs	Summer 2025 and ongoing	Reasonable adjustments are made where necessary to support specific pupils
	Identify additional resources/provision & purchase	SMSAs, HLTAs	Ongoing	
	Monitor provision and evaluate effectiveness/next steps	SLT, HLTAs, SMSAs	Ongoing	Consideration is made for disabled pupils when looking at potential engagement with the Opal Project
To ensure that disabled children can take part equally in after school activities.	Monitor access to after school club attendance for children with SEND	INCO/Office team	Spring 2022	Any children with a disability are able to access at least one after school activity if interested each year
	Identify potential barriers or challenges when they do attend	INCO/Office team	Ongoing	
	Explore support available or provisions which can be adapted to support	INCO	Ongoing	
	Monitor provision and evaluate effectiveness/next steps	INCO/Office team	Ongoing	
To continue to ensure that the needs of children with a disability are catered for when planning and taking part in all enrichment activities to enable them to fully access the wider curriculum successfully	Enrichment activities are carefully planned for to enhance learning opportunities and develop cultural capital for all pupils	Class teacher, EYFS/KS1 Leaders	Ongoing	All children successfully access all enrichment activities which supports their progress and learning
	Ongoing dialogue with parents when planning opportunities for individual pupils	Class Teachers – SENCo support where/if necessary	Ongoing	Appropriate reasonable adjustments made as needed
	Robust risk assessments in place to support needs of individual pupils and how reasonable adjustments support those with disabilities	Class teacher, EYFS/KS1 Leaders	Ongoing	
To review PE curriculum to ensure PE is accessible to all pupils	Discuss current PE curriculum with staff to consider accessibility for all	PE Leader	Summer 2025	All children receive full PE offer
	Explore pupil voice, particularly children with additional needs – identify their experience of the PE curriculum	PE Leader	Summer 2025	PE curriculum meets the needs of all children – PE curriculum is not narrowed for any child

	Identify barriers and ascertain how these can be overcome	PE Leader, SENCO	Summer 2025	All pupils are able to excel in PE
	Adapt PE curriculum as necessary, providing support to class teachers where necessary	PE Leader, SENCO	From Autumn 2025 and ongoing	
To improve staff awareness to specific disability issues as needs arise	Specific staff identified to access training as more complex/highly specialised needs are identified	SENCO, INCO, HT, all staff	As identified	Staff have a greater understanding of specific conditions
	Training opportunities identified e.g. professional reading, research, online training, face to face, 1:1, with parent, with medical professionals etc	SENCO, INCO, HT	As soon after identification as possible	Pupils are supported with increased understanding and therefore increased effectiveness
	Staff carry out relevant training	All staff as relevant	As soon after identification as possible	

AIM: IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT

Current Good Practice

- Improved signage at front door & verbally when arranging visits to invite visitors to request for assistance if required prior to entry into school.
- Gradient of the slope to the approach to the front door has been reduced.
- CCTV available to view who is approaching school which will support identification of visitors who need support.
- Doors at entrance and at various points around school can be opened to improve access.
- Lift enables access to second floor of school
- Disabled parking can be provided with notice in school car park for visitors
- Corridors are wide and accessibility is maintained.
- Playground is easily accessible from street.

Priority	Action	Responsibility	Timescale	Success Criteria
To improve the quality of provision for children with specific special needs, especially those requiring support to regulate emotions or behaviour.	Maintain purposeful learning space (The Treehouse) for children to work 1:1 or in small groups before requiring any additional support for heightened behaviour (proactive measure)	HLTAs, TAs, Class Teachers, SENCO, INCO, SLT	Ongoing	Effective use of space which improves the quality of provision
	Maintain tranquil areas (The Burrow/The Nest) where children who struggle from over stimulation/need space to regulate feelings and emotions can go when needed (reactive measure when proactive strategies have not been sufficient)	HLTAs, TAs, Class Teachers, SENCO, INCO, SLT	Ongoing	Children able to quickly regulate emotions and swiftly return to learning
	Ensure The Treehouse, The Burrow, The Nest are appropriately well resourced and maintained.	HLTAs, TAs, Class Teachers, SENCO, INCO, SLT	Ongoing	Staff maintain space for all ensuring that it is always equipped and ready for use

	Liaison with relevant services for advice regarding provision e.g. Educational Psychologist	SENCO	Ongoing	
	Consider in class spaces which support emotional regulation to maximise provision for all e.g. pop up tents, book corners, workstations	Class Teachers, TAs, SENCO, INCO	Ongoing	
To ensure physical environment is set up so that care plans can be acted upon swiftly, especially when providing daily care, so as to cause as little disruption to learning and social interactions	Identify specific needs within care plans alongside environmental challenges. Identify patterns/timetables of care required (where necessary)	HT, SENCO, INCO, Office team	Ongoing	Children are able to access care safely and respectfully Care causes as little disruption to learning and social interactions as possible Children make good or better progress
	Source equipment/resources which will aid care to be given effectively and as close to classroom as possible	SENCO, INCO, SBM	Ongoing as required	
	Wide range of staff to feel competent to be able to provide care and therefore children can access it at any time needed, which is less disruptive	All staff (as relevant)	Ongoing	
To ensure that the fire exits around the school environment are suitable for people with a disability	Ensure all children and adults requiring a PEEP are identified and that PEEPs are regularly reviewed	SENCO, INCO, SBM, Office Team	Ongoing	All disabled personnel and pupils have safe exit from school

AIM: IMPROVE THE DELIVERY OF WRITTEN INFORMATION

Current Good Practice

- Visuals are used regularly within the school day to aid understanding of written information e.g. visual timetables, marking and feedback symbols.
- Website has been reorganised to support families to be able to locate information required.
- Positive relationship with families including open door policy.
- Google Classroom well established to support home learning and communication between home and school.
- Tapestry used for EYFS families to support home learning and communication between home and school.
- Wide variety of languages spoken within our community.

Priority	Action	Responsibility	Timescale	Success Criteria
To increase dual coding strategies in order to support equal access to information in a format which can be understood by all	Staff consistently use visual images to support learning and enhance progress through Widgeit (see Access To The Curriculum For Pupils With A Disability section for linked actions)	Class Teacher, TA and EYFS/KS1 Leaders	Ongoing	Dual coding strategies in use across all curriculum areas which all children access Increased independence All children make expected or better progress

To continue to develop the use of Makaton to support pupils to be able to communicate and understand written information further.	Staff to gain a wider understanding of Makaton with key words identified, learnt and used in interactions, including sign supported singing in assemblies/performances	INCO	Ongoing	Pupils increase ability to communicate Makaton supports pupil's understanding of written information
	Specific words to be identified for increased communication with individual pupils, following any linked professionals advice	SENCO	Ongoing	
	Key staff to increase understanding and use of Makaton with further staff training if necessary (external)	INCO, SENCO	Ongoing	
To develop further strategies when delivering information to parents and external audience e.g. video, images, translated	Staff to consider how best to share messages when delivering to parents and external audiences, e.g. email provides access to Google translate, video, images etc	All staff	Ongoing	Communication with families and external audiences is successful. Website is easily accessible and provides relevant information.
	Staff to ask for feedback on whether their delivery method was effective so that strategies are being deployed well	All staff	Ongoing	
To expand the use of Tapestry beyond the EYFS for identified pupils so that families have a secure and visual understanding of their child's learning and progress	Identify where use of Tapestry would be beneficial for individual children beyond the EYFS	Class Teachers, SENCO, Tapestry Lead	Ongoing	Families understand their child's learning journey as they are able to see videos and pictures which supports/highlights written information
	Monitor use of Tapestry and evaluate success for these identified children/families	Class Teachers, SENCO, Tapestry Lead	Ongoing	
To review and improve access to the school website	Carry out a website audit to identify where further technological improvements can be made to improve accessibility for all – drawing upon knowledge from experts in the field	SLT, SBM, Governors	Spring 2025 onwards	Website is compliant and accessible to all
	Consult with families including those with disabilities on their views about access to our website	SLT, SBM, Governors	Summer 2025 onwards	

ACCESS AUDIT

Features	Description	Actions to be taken	Person responsible	Date to complete actions
Number of storeys	The main school building is one storey with two classes on a second storey in the 'new' building	N/A	N/A	N/A
Corridor access	All corridors have wheelchair wide access	Ensure corridors are kept clean, tidy and uncluttered	All staff	Ongoing

	Lighting has been improved in communal areas of the school			
Lifts	One key operated lift is situated in the new building	Office staff to inform any disabled visitors of the existence of the lift and the safe haven area.	SBM & office team	Ongoing
Parking bays	The school has a small staff carpark There is no designated disabled parking bay There is on street parking adjacent to the school	Any visiting disabled badge holder will be given a parking space in the staff carpark if no suitable on street bay is available	SBM & office team	Ongoing
Entrances	The front entrance has a steep incline that may make wheelchair access difficult The front gate has a buzzer that visitors press to gain access to the school The gate is controlled by the office team who can provide access assistance if required Signage at gated entrance to the school highlights route to the school office Office team welcome visitors and request any access requirements prior to visit where possible	Ensure signage remains clear to invite visitors to request assistance for access if required Monitor whether lighting in communal outside spaces around school remains sufficient e.g. main entrance, car park (especially for during autumn/winter months)	SBM, office team & Site Manager	Ongoing
Ramps	See entrance & hall sections	N/A	N/A	N/A
Toilets	Two disabled toilets are available - one is situated in the staff toilets and is only suitable for adults, with the second being situated in the 'new' building, with suitability for both children and adults A wide access children's toilet is also available in the playground accessible toilet block	Office team to inform disabled visitors of the location of the disabled toilets	Office team	Ongoing

School reception area	'Hatch' to the school office ideal for wheel chair users being large and low	N/A	N/A	N/A
Internal signage	See entrance section			
Emergency escape routes	All classrooms have level, direct escape routes to the playground – upstairs 'new' build classrooms have direct escape routes down the stairs and straight into the playground The hall doors to the playground have a step that may not allow easy wheelchair exits	See hall actions	N/A	N/A
Playground equipment	Current playground equipment has several different methods of access	Future playground equipment purchases will be assessed to allow for maximum disabled access	SBM, Site Manager, HT, SENCO	Ongoing
Dining facilities	Wheelchair accessible dining room tables are available The hatch where children collect their meals is also wheel chair accessible Kitchen space is available at times during the week to support any pupils who require quieter lunchtime environment	Availability of kitchen space to continue Any individual resources which are required for pupils to support their independence at lunchtime (e.g. adapted cutlery) to be used	SBM, HT, SENCO	As required
Hall	Wheel chair access to the hall is available via the main corridors - access to the hall from the playground has a step This entrance may therefore not be accessible to wheel chair users	Any alterations to the hall should include adaptation of the exit to accommodate wheel chair users Current emergency exit access from the hall for wheelchair users to be risk assessed in the moment, giving consideration to the type of wheelchair and whether the small step is still accessible or if using an alternate route out of Laurel Class is appropriate	Office team, SBM, Site Manager, HT	Ongoing

Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by Resources and Personnel Committee.

Links with other policies

This Plan should be read in conjunction with the following school policy documents:

- Anti-Bullying Policy
- Complaints Procedure
- Health and Safety Policy
- Positive Behaviour Policy
- Equality Policy
- Special Educational Needs Information Report & Policy
- Supporting Pupils with Medical Needs Policy