

# GRINDON INFANT SCHOOL



## **SCHOOL ACCESSIBILITY PLAN 2026 – 2029**

*This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Grindon Infant School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school..
3. The Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
6. Information about our Accessibility Plan will be published on our website.
7. The Plan will be monitored by Governors.
8. The Plan will be monitored by Ofsted as part of their inspection cycle.

9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter

## Improving the Delivery of Written Information

Targets (Priorities)	Strategy	Outcome	Timescale	Resources	Goals Achieved
<b>Make available school brochures/ information for parents / carers in alternative formats</b>	School will make itself aware of the services available through the LA for converting written information into alternative formats and promote its' availability for those that require or request it.	School information available and accessible to all.		Main School Budget £1,000	Delivery of school information to parents / carers and the local community improved.
<b>Communication of school events improved</b>	School events will be shared via the newsletters and copies on the website, notice board and parents notified via Facebook or text messages or Marvellous Me App. Newsletter will have images to identify themes and changed font to aid reading.	School information available and accessible to all.	Immediate	Time for newsletters to be written and admin to print and distribute.	Delivery of school information improved
<b>Availability of staff to talk to</b>	HT and TA on gate every morning to communicate messages to. Teachers on door every night to speak to parents. Parents made aware that appointments can be made to speak to staff privately.	Good communication with staff and parents/carers.	Immediate	None	Communication between parents and staff improved.
<b>Make available school newsletters and other information to parents in alternative formats when specifically requested.</b>	When requested, provide all publications in alternative formats.	School information available and accessible to all.			Delivery of school information to parents improved.
<b>To continue to be a speech, language and communication friendly school.</b>	Continue to purchase Widget and ensure it is used consistently across school to support written communication. Staff use Makaton where appropriate in school to communicate with children.	Children can read notices and signs in school with increased independence. Children communicate well with staff.		£295 per year	Children have a better understanding of written communication around school.



Improving the Curriculum Access					
Targets (Priorities)	Strategy	Outcome	Timescale	Resources	Goals Achieved
<b>Continue training for Teachers and Teaching Assistants on creating effective learning environments and providing equal opportunities through varying teaching approaches to meet different needs.</b>	Carry out audit of staff training needs (Performance Management process )	All staff to more fully meet the requirements of disabled children's needs with regards accessing the indoor and outdoor curriculum.	Yearly in September and reviewed when new children join school.	SENDCO Subject Leaders LA and Specialist provision	Increase in access to the National Curriculum, all current and future pupils with SEND have their needs met.
<b>Continue to review and update all school policies on a rolling programme to ensure they support potential disabled pupils.</b>	Follow policy review programme consulting with Pupils, parents, carers, LA SEND Team as appropriate Access training re Disability issues.	All policies reflect the school's commitment to inclusion.	Yearly	Policies, staff, LA, SEND Team	Policies in place which ensure school's anticipatory duty is fulfilled.
<b>Classrooms and outdoor areas are optimally organised to promote the participation and independence of all pupils.</b>	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases and outdoors. Seek advice from specialists and other agencies as necessary.	The environment facilitates learning, motivation and concentration for all children and supports equality and diversity.			Increase in access to the National Curriculum.

<b>Ensure all pupils have access to breakfast club and after school clubs.</b>	Breakfast Club available to all pupils from Nursery to Year 2- 26 places offered daily. After school clubs are available for children to access and good provision is made to participate within the abilities of the individual.		Immediate	Breakfast club subsidised from school budget.	All pupils participate at their level.
<b>All pupils are able to participate in the wider learning including leisure and cultural activities.</b>	Collaborate with parents/carers to ensure pupils access the wider curriculum. Work in partnership to overcome barriers to access e.g. adult accompanying pupil 1:1 on a visit or taxi used to transport to/from an event if required or additional adult to go swimming for supervision.			HT/SENDCO time to consult parents and outside providers	A full curriculum is enjoyed by all.
<b>Provide specialist materials to enable pupils to access the curriculum.</b>	Pupils are supported to access all aspects of the curriculum using specialist equipment either hired or bought for the specific use of the pupil. Decisions on equipment needs are made with the advice of specialist services and parents/carers.		As required	Within schools budget, pupil premium, sports allowance or SEND allowance.	Pupil's needs are well met.
<b>Provide specialist staffing</b>	If required, pupils will be assessed using specialist advice and guidance and staffing will be allocated appropriately to meet pupil needs.		As required	Within schools budget, pupil premium, sports allowance or SEND allowance.	Pupil's needs are well met.

<b>Parents/carers requiring support to aid children's learning will be given advice and guidance from teachers.</b>	Parent consultations and meetings will be used as a tool to identify areas where parents and carers may require support. Parent workshops/cafes held on a range of curriculum areas.		Continuous	Time to work with parents and carers.	Pupils needs are well met by both home and school.
<b>Ensure successful, well-supported transitions for all pupils with SEND or additional needs.</b>	Identify pupils early; provide additional visits; create individual transition plans of required; share information across staff; meet parents/carers.	Children feel secure and confident moving into new settings; continuity maintained.	Initiated prior term to transition; reviewed on entry.	Staff time; external agency liaison; SENDCO coordination	Children settle quickly; consistent support across transitions; families report positive experiences.

**TITLE:** School Accessibility Plan 2026 - 2029

**LEAD:** Mrs A Charlton



Improving the Physical Access					
Targets (Priorities)	Strategy	Outcome	Timescale	Resources	Goals Achieved
<b>Ensure safe access for all.</b>	Ensure disabled toilets are kept clear and free from storage.	Safe access for all.	Immediate		Safe access for all.
<b>Radio Aid for children who require this.</b>	Radio Aid purchased and training delivered for all staff.	Improved communication for children with hearing impairment.	Immediate		
<b>Specialist Chair provided for children who require this.</b>	Contact Occupational Therapy and arrange for a suitably sized specialist chair to be provided.	The child sits comfortably with the correct support at a level with their peers which improves focus, engagement and participation.	Immediate		The child can work at the same level as their peers and their physical needs are well met,
<b>The whole school environment is maintained in a tidy, organised and orderly manner to ensure there are no obstructions.</b>	All equipment stored in appropriate safe and orderly areas.			Time to reorganise shared areas	Safe access for all.
<b>Classrooms are organised to promote the participation and independence of all pupils</b>	Ensure all classrooms support learning and promote independence.				Children can have increased independence and access all areas to support learning.

<p><b>Ensure that all pupils, including those with SEND or medical needs, can be safely evacuated in an emergency.</b></p>	<p>Identify pupils who require additional assistance during an evacuation (mobility, sensory, medical, communication, anxiety or cognitive needs) Create an individual Personal Emergency Evacuation Plan (PEEP) for each child requiring support. Consult with relevant professionals and parents/carers</p>	<p>All pupils, including those with additional needs, are able to evacuate the building safely and confidently. Staff are aware of their responsibilities and are confident in supporting children during emergencies PEEPs reflect current needs and are amended when circumstances change.</p>	<p>Immediate</p>		<p>Safe evacuation achieved for all pupils. Staff confidence in procedures is increased. Individual needs are proactively planned for, ensuring statutory duties are met. PEEPs remain accurate and effective through regular review.</p>
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