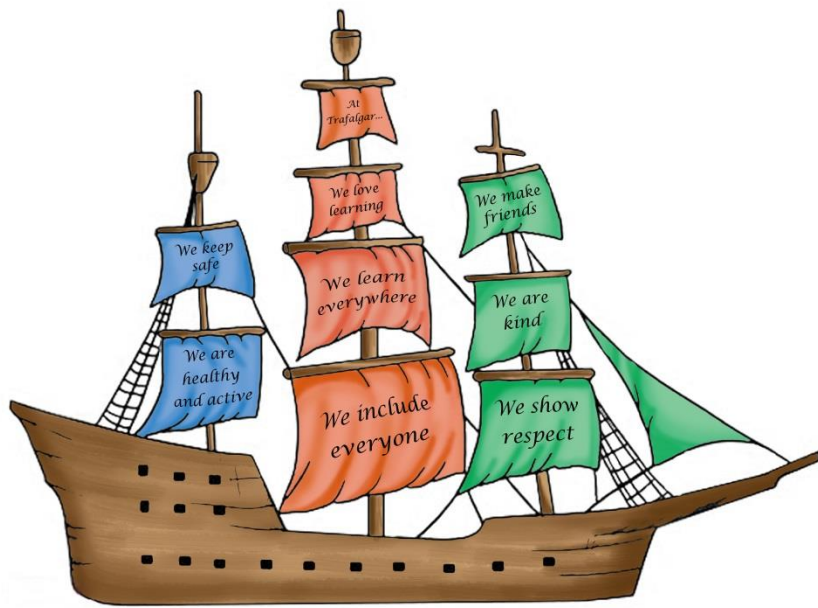


Trafalgar Community Infant School



Policy Document

Accessibility Plan 2026-2029

Reviewed: May 2026
To be Reviewed: Summer 2029

Aims

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

- A. Increase access for disabled pupils to the school curriculum.
- B. Improve access to the physical environment of the school.
- C. Improve the delivery of written information to disabled pupils and disabled parents/carers.

At Trafalgar Community Infant School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school vision and values that can be found on the school website. Our school aims to treat all its pupils and their families fairly and with respect.

In drawing up this Accessibility Plan, the school set the following priorities:

- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to help them to enjoy the school experience as fully as possible.
- To consult with the parents of children and young people with a disability in order to ensure all the needs and areas of concern have been considered.

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

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.

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 including pupils, parents/carers, staff and governors of the school.

Links to Other Policies

This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs
- Equal Opportunities
- Trafalgar Community Infant School's Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding
- Health & Safety
- Staff related policies, e.g. risk assessments

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

Contextual Information

The school is on a single level, although there are single steps into some spaces. There is a toilet with access for people with physical disabilities.

Improving teaching and learning is at the heart of the school's work. Through self-review and Continuous Professional Development (CPD) we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet each child's needs within mixed ability, inclusive classes.

Action Plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	PERSON RESPONSIBLE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Our school offers an adapted curriculum for all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with a range of disabilities - Curriculum progress is tracked for all pupils, including those with a disability		Increase the confidence of all staff in adapting the curriculum	Regular CPD for teachers and support staff Monitoring of lessons by external professionals e.g. LBAT or ASCT team to give feedback. Ongoing monitoring of the curriculum to ensure it is meeting the needs of all learners	On-going and as required	LT/SENCO and teachers	Raised staff confidence in strategies for adapting the curriculum Achievement data
			Ensure all staff are aware of disabled pupils curriculum access needs	Use of ISPs and Health Care Plans for disabled pupils as required. Information sharing with all agencies involved with the pupil. Termly pupil progress meetings	As required	SENCO and LT	All staff aware of individual needs.
			Ensure that appropriate physical aids are provided to meet the needs of disabled pupils	Seek and follow advice from other agencies as appropriate. Audit each year of available resources and ensure staff know what they can access	As required	SENCO	Pupils have the appropriate physical aids to enable them to access the curriculum.
			Use IT software to support learning appropriately	Make sure software is installed where needed. Provide staff training	As required	IT subject leader/SENCO	Wider use of SEND resources in classrooms as appropriate.

AIM	CURRENT PRACTICE	GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	PERSON RESPONSIBLE	SUCCESS CRITERIA
	- Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to make sure it meets the needs of all pupils		All educational visits to be accessible to all	Ensure each new venue is risk assessed for appropriateness. Financial support for trips and visits offered to families in need when required. A 'pay what you can' approach for trips and visits where possible.	As required	Class teacher/SENCO	All pupils able to access all educational visits and take part in a range of activities.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as required. This includes: - Seating - Disabled parking bays - Disabled toilets - Library shelves at wheelchair-accessible height		The school is aware of access needs of disabled pupils, staff, parent/carers, governors and visitors	Parents are asked to share information before a child arrives in school so an ISP or Health Care Plan can inform the school community of any access needs Be aware of staff, governors and parents/carers access needs and meet as appropriate. Consider access needs during the recruitment process.	As required. Induction and on-going if required. Recruitment process.	SLT/SENCO	ISPs and/or Health Care Plans are in place for disabled pupils and all staff aware of all pupils needs. All staff and governors feel confident that their needs are met. Parents/carers have access to all school events and activities. Access issues do not influence recruitment and retention issues.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	PERSON RESPONSIBLE	SUCCESS CRITERIA
Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Digital, audio or video formats • Aided Language Boards and Devices • Access for parents to Family Link Worker		Provide information in an appropriate format e.g. simple language, symbols, large print, for prospective pupils or prospective parents/carers who may have difficulty with standard forms of printed information.	Ensure website is fully compliant with requirement for access by a person with visual impairment. Ensure prospectus is available via the school website. Training for more staff to be able to use Makaton, aided language boards or AAC devices	As required	Office/SENCO	All can access information about the school.
			Review information to current parents/carers to ensure it is accessible	Provide information and letters in clear print in “simple” English. School office and/or the SENCO will help and support parents /carers to access information and complete forms relating to their child’s needs, as required. Ensure website and all documents are accessible via the school website and that they can be accessed by all, including the visually impaired.	During indication On-going	School office staff/ SENCO	All parents receive information in a form that they can access.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY	PERSON RESPONSIBLE	SUCCESS CRITERIA
			Languages other than English are visible in school.	Signs to be multilingual Use of translation tools in learning platforms (i.e. Seesaw)	On-going	All staff	Pupils and parents feel supported and included.
			Provide information in other languages (including sign language) for pupils and parents/carers	Access to translators, sign language. Interpreters to be offered if necessary and possible.	As required	SENCO	Pupils and parents/carers feel supported and included.
Offer additional support to meet the needs of young carers and their families	• Home visits when required • Options of having phone call or online parents evening appointments		Children to be referred to the Young Carers program to ensure the family can access this support.	SENDCO and class teachers aware of the Young Carers service and refer children when necessary. Regular (termly) updates for both staff and parents about Young Carers, so families can self-refer or speak to school staff for support	On going	SENDCo and class teachers	Children are referred when they are eligible to benefit from the Young Carers support.