



Accessibility plan

2025 – 2028

INTRODUCTION

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Equality Act 2010 all schools should have an Accessibility Plan. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher.

At Combs Infant School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Combs Infant School Accessibility Plan has been developed and drawn up based upon information supplied by our health and safety consultants, ~~and consultations with pupils, parents, staff and governors of the school, as well as other outside agencies and specialists have also been consulted.~~ The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will similarly be published on the school website.

- 3) Combs Infant School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 about disability and to developing a culture of inclusion, support, and awareness within the school.
- 4) The Combs Infant School Accessibility Plan shows how access is to be improved for disabled pupils, staff, and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a disability, expanding 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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
 - Improve 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 timeframe.
- 5) The Combs Infant School Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.
 - 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 - 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Asset Management Plan
 - Behaviour Management Policy
 - Curriculum Policy
 - Critical Incident Support Plan
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Risk Assessment Policy
 - School Prospectus
 - School Development Plan
 - Special Educational Needs Policy
 - SEN Information Report
 - Supporting Pupils with Medical Needs Policy
 - 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all the works during the life of this accessibility plan and therefore some items will roll forward into subsequent

plans. An accessibility audit will be completed by the school /governors prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be published on the school website.
- 11) The Accessibility Plan will be monitored through the *Governor Finance and Premises Committee*
- 12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 13) The Accessibility Plan may be monitored by Ofsted during inspection process

Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment

- Our objectives are detailed in the Action Plan below

Current good practice

- We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening. The school is informed of pupils with additional needs who may be wishing to attend the school by the LA, local feeder nurseries and parents. The Headteacher and SENDCO meet with parents, the child, teachers and other agency workers to discuss the needs of the child. This enables the school to make any adjustments necessary in time for the child starting at the school.
- Specialist learning resources have been purchased and are used effectively, e.g. iPads, Staff training on Dyslexia, Autism etc. and deployment of learning support.
- A new fire alarm system has been installed for visual and hearing impaired people and has been extended to the new classroom
- Areas are clutter-free to allow clear movement through and around the school
- Ramps allow wheelchair access into the building and doors are of wheelchair width. An additional ramp has been constructed to enable an easier access from the Village Hall (classroom) to the outdoor area, the bottom of the ramp in the Church (classroom) has also been improved. A ramp was designed and installed to connect the new classroom with the playground
- Paintwork of walls, doors and door frames are contrasted; paint is low sheen [gloss paint avoided]; and carpets are plain in colour
- The disabled toilet, in the main school building, has been extensively renovated to include a new toilet, rise and fall sink and changing bed plus new wall and floor coverings.

- Using a range of teaching styles and catering for different learning styles, and considering grouping arrangements
- An audit of provision has been carried out following the construction of an additional classroom in the school grounds
- The additional classroom provides different spaces which can be used by large/small groups or individuals with different needs e.g., the 'quiet area' can be separated from other areas to provide a quiet environment for those with hearing difficulties or for physio to take place or health specialists to undertake assessments or a piece of work. The classroom block also provides a disabled toilet
- All children have differentiated access to the whole curriculum, including PE, school visits and extra-curricular activities
- LA risk assessments, adapted to meet the needs of our children, are carried out and shared with staff and children
- Health and Safety checks and audits are regularly carried out by staff and governors to ensure the safety of all pupils, staff and others using our building
- We offer our children good pastoral care through Positive Play, playground buddies and trained lunchtime supervisors
- We have clear procedures for the administration of medicines and *all* staff are Paediatric First Aid trained.
- Attendance is closely monitored and LA guidelines are strictly followed

Physical Environment

- Disabled pupils participate in all extra-curricular activities. Some aspects of extra-curricular activities present challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.
- There are very few parts of the school to which disabled pupils have limited or no access now.

Curriculum

- There are no areas of the curriculum to which disabled pupils have no access, although some areas of the curriculum present challenges, for example: PE and Forest School for pupils with a physical impairment, science and technology for pupils with a visual impairment.

Information

Information is provided through newsletters, school website and leaflets.

Access Audit

Combs Infant school consists of a former Methodist Chapel dating back to the early 1800's and a Village Hall added in the last 30 years. This accommodation is rented from Combs Village Hall Trust and outside school hours is used on a regular basis by the local community.

In 2019 governors were able to commission and fund a classroom which was built on the school site to accommodate the Nursery/Reception children with a secure outdoor area, therefore enabling the children to fully access the Early Years Curriculum.

The building also contains children's toilets, a disabled toilet an entrance hall used for small group/individual tuition/activities and an office with access to a small, secure outdoor area. The main entrance features a secure lobby.

The 'Village Hall' is used for assemblies, small group/individual teaching, PE, music and by other specialist teachers. All entrances to the school are either flat or ramped and nearly all have wide doors fitted other than the front door of the Chapel classroom which has a step, the internal entrance to the Church classroom is ramped.

The main entrance has disabled access doors and a disabled toilet. The school has internal emergency signage, instructions for evacuation, escape routes are clearly marked.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leaders will work closely with the Local Authority

Views of parents

We operate an open-door policy in the school and actively encourage parents to share their views and concerns about school and their children. Views are logged and shared with staff, if appropriate, and considered during the development of this plan. Views are also shared at parents' evenings, SEND review meetings, through school reports, regular newsletters and home-school link diaries. Questionnaires are sent to parents at least annually.

Views of children

We consult all the children through an annual questionnaire, school council meetings, assemblies, informal conversations and PHSE. Outcomes of these consultations were used in the development of this plan.

Views of other agencies

Regular consultation takes place with other agencies, including Behaviour Support, Educational Psychologist, EWO, Physical Impairment, Speech and Language, CAMHS and DCC. Views are shared and advice sought and taken. Many professionals speak favourably of the work we have done in school to care for and support our SEND children.

Views of Governors

Governors will review and monitor this plan on an annual basis.

How we intend to address priorities is outlined in the accessibility action plan, which forms part of this Accessibility Plan

We will work closely with our disabled pupils, their parents, and the disabled community to ensure that all views are heard and are used to help formulate actions and decisions.

We will work proactively to make reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils. Through this we promote equality of opportunity for disabled pupils and aim to secure their participation in every aspect of school life.

MAKING IT HAPPEN

We will ensure that the policies and the climate of the school are designed to meet the needs of all SEND pupils. We will give due consideration to the fact that in order to do this we may at times have to bestow more favourable treatment on disabled people, e.g. *give additional support/coaching; provide special facilities at break/lunchtime.*

The Governors and staff are aware of and have had input into the accessibility plan. The plan will be revised on a regular basis by the headteacher and governing body, considering the changing needs of pupils attending [or going to attend] this school. This plan is clearly linked to the School Development Plan.

The evidence used to aid the plan will be:

- Additional needs of pupils in school and joining our school
- Effectiveness of differentiation in lessons and on planning
- Effectiveness of additional adult support
- Attendance of pupils with additional needs, compared to other groups
- Progress of pupils with additional needs, compared to other groups
- IEP review meetings and Statement reviews
- External agency reports and input
- New government/LA policies and initiatives
- Feedback from parents' evenings and questionnaires
- Feedback from pupils' questionnaires and interviews, and the School Council.

An Action plan is attached detailing the improvements we will be working on in the short, medium and long term.

This plan will be reviewed in April 2026 and is available in paper format (to anyone on request) and on the school website and will be in operation until April 2028, it will be reviewed and revised annually. We will report annually, at the beginning of the school year, on the progress we have made on our action plan and the effect of what we have done.

Reviewed by the full governing body on _____

Signed by Chair of Governors _____

Date _____

Date reviewed	Signed by	Minute Number

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated 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 disabilities • Curriculum progress is tracked for all pupils, including those with a disability • 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	• Use appropriate assessment tools and activities for children working pre-key stage • Appropriate use of intervention and their success and impact on progress • Effective communication and engagement of parents • Effective communications with nurseries and schools to provide a quality transition. • Ensuring that ICT is used to present written information in different formats as appropriate • Ensuring visuals are used where appropriate alongside words to improve delivery of information.	• Ensure staff are familiar with the assessment tools and activities. Use other professionals suggestions for adaptations of the curriculum. • Track intervention success on Curriculum Maestro and in Intervention file. Strategic timed staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions. • Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with IEPs and EHCPs To identify pupils who may need additional to or different provision. SENDCo to attend Local	SENCO SENCO SENCO SENCO SENCO	Ongoing Ongoing Annually Termly Ongoing	• Children working pre key stage will have consistent approaches for assessment and planning. Children working pre key stage will access every subject in a tailored way. • Progress and attainment of all children will be ARE or above • Increased engagement of parents • Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision. • Improved access to resources and information for students, staff, parents and carers with visual difficulties.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			SEND Hub and build relations with other local SENDCOs. Check that all student support plans clearly state the minimum font size needed where appropriate. Audit the book resources that are used in the curriculum and ensure we have large print options. Include the use of iPads where appropriate	SENCO SENCO	Ongoing Ongoing	
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: - Ramps - Disabled toilets and changing facilities - Library shelves at wheelchair-accessible height	- Ensuring the maintenance and review of specialist equipment happens annually - Ensuring that members of the SEND team are qualified to move and handle students with a physical disability. - Ensuring that health care plans are in place for identified students and accessible to staff.	- To review signage to make sure signs are accessible to all students and staff. - To review the current fire alarm system and explore systems that are visual. - Maintain access to all relevant areas to meet the needs of those with a disability. - Where any new requirements emerge ensure that they are effectively met and maintained. - Do this with relevant external agencies as needed	SENCO SENCO/Business Manager SENCO/All staff SENCO	Ongoing Annual Ongoing Ongoing Ongoing	- Specialist equipment is maintained and is in good working order. - Students with physical disabilities, are supported appropriately. - Students with health needs are able to access the school environment safely and have access to the appropriate support.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			• Purchase Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SENDCo to train on most effective ways to use Widgit. SENDCo to train all relevant staff members in how to use Widgit.	SENCO	Ongoing	