

Trumps Green Infant School

Accessibility Policy 2025



Trumps Green Infant School is committed to safeguarding, child protection and promoting the welfare of children and young people. We expect all members of the community including staff, parents, careers, volunteers and governors to demonstrably share this commitment.

Contents

1. Aims
2. Legislation and guidance
3. Action Plans
4. Monitoring arrangements
5. Links with other policies
6. Accessibility audit

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan

- Improve 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.
- 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 the Equality Act 2010 and the Disability Discrimination Act). This covers teaching and learning and the wider curriculum of the schools such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of facilities, equipment and assistive technology, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

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. 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. Trumps Green 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 with regard to disability and to developing a culture of inclusion, support and awareness within the 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. The school supports any available partnerships to develop and implement the plan. We have included a range of stakeholders in the development of this accessibility plan. Trumps Green Infant School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents,

staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plans

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

Action Plan For delivery of Curriculum

Aims	Actions	Outcome	Success criteria
To provide all staff with training to ensure the curriculum is effectively differentiated ensuring equal access for ALL	On induction all new staff are assessed as to any training requirement	Through any training identified, all teachers are able to meet the requirements of children with SEND/any disadvantage or need with regards to accessing the curriculum	All children have equal access to broad, balanced and enriched curriculum and our holistic education
	Review the specific needs for children living with SEND	Teachers are aware of the relevant issues and can ensure that ALL children have equality of access to all aspects of school life	
All out-of-school activities are planned to ensure ALL children may participate	Continually review out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Increase in access to all school activities for children with SEND
Classrooms are appropriately and effectively organised to ensure the participation and independence of ALL children	Ensure all learning environment both inside and outside support ALL children	All learning takes place seamlessly regardless of need ensuring total inclusivity in the physical environment	Increase in access to learning

To have all resources and equipment to improve access for children with SEND	Needs assessed prior to children start date and all resources and equipment purchased, installed	Children with needs have all the equipment they need such as a sloping board, Occupational Therapy seating, extra grip cutlery, ear defenders, fiddle toys and sensory cushion	Individual children' needs are met in order to increase access to learning
--	--	--	--

Action Plan For delivery of Written Information

Aims	Actions	Outcome	Success criteria
The availability of written material in alternative formats and languages where necessary	The school will make itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	Delivery of information to school community is improved
Make available school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Delivery of school information to school community is improved
Review documentation with a view of ensuring accessibility for children with visual impairment	Get advice from Surrey Visual Impairment Team on alternative formats and use of IT software to produce customized materials	All school information available for all	Delivery of school information to school community is improved
Raise the awareness of adults working at and for the school on the importance of good communications systems	Arrange training courses as required	Whole school community has high levels of awareness of inclusivity and any adjustments that are required to ensure total inclusivity in communication and sharing of information	Delivery of school information to school community is improved

4. Monitoring arrangements

This document will be monitored and reviewed by the Governing Body every 3 years or sooner if required.

5. Link with other policies

- Equality Policy and objectives Policy
- Continued Professional Development
- Health & Safety (including off-site safety)
- Special Educational Needs
- Behaviour (including Anti-Bullying)
- Curriculum Policy
- Strategic and Operational School Development Plans
- Teaching and Learning Policy

6. Accessibility Audit

Feature	Description	Actions to be taken	Persons Responsible	Review data
External				
Site entrance	Dropped kerbs either side of main vehicle entrance	None	SBM/Headteacher	Ongoing for any change required
Site walkways- steps, paths & ramps	Edges of steps are painted yellow for high visibility.	Premises checks, to ensure markings are still highly visible	SBM/Headteacher	Ongoing maintenance
External Site signage	Signage to navigate to reception.	Premises checks, signage is clear and if necessary altered when changes occur	SBM/Headteacher	Ongoing maintenance
External doors	External doors are accessible	Routine door inspection and maintenance	SBM/Headteacher	Ongoing
Playground access	Playground has disabled access	Premises check that routes are maintained and clear	SBM/Headteacher	Ongoing
Parking bays	Designated accessible parking bay.	To meet compliance a dropped kerb required to allow safe exit from car to school. Kerb to be budgeted for.	SBM/Headteacher	Ongoing for any change required
Swimming pool	Requirements depending on users.	Individual action plans and risk assessments when required.	SBM/Headteacher	Ongoing yearly pre June
Internal				
Entrance- wheelchair accessible	Wheelchair accessible	Ensure clear route.	SBM/Headteacher	Ongoing check
Reception desk- DDA compliant for wheelchair access	Desk height is DDA compliant.	Ensure clear route to DDA height part of the desk.	SBM/Headteacher	Ongoing check for any change required
Internal signage	Signage is clear to navigate around the building.	Premises checks, signage is clear and if necessary altered when changes occur.	SBM/Headteacher	Ongoing maintenance
Emergency escape routes	Emergency routes are signed and accessible.	Ensure clear routes are kept at all time.	SBM/Headteacher	Ongoing check
Light switches, power outlets and emergency alarm buttons	Accessible buttons for disabled users, balanced with possible accidental use by young children.	Review of positions in existing buildings.	SBM/Headteacher	Ongoing check for any change required

Internal doors- wheel chair accessible	Wheelchair accessible routes around school.	Ensure clear routes are kept at all time.	SBM/Headteacher	Ongoing check
Toilets	2 disabled toilets.	Premises checks that disabled equipment is well maintained.	SBM/Headteacher	Ongoing check

Equality Statement

In accordance with our Equality Policy we will promote equality across the full range of protected characteristics and ensure that all pupils have equal access to all opportunities offered by the school.

Policy Status	
Reviewed	January 2025
Next Review Date	January 2028