

# Donnington Wood Infant School & Nursery



## Accessibility Plan 2025-6

<b>Date of Policy Creation</b>	June 2019	<b>Named Responsibility</b>	Headteacher – Mrs C Boddy SENCo –Mrs V Jones
<b>Date of review completion</b>	Oct 2025	<b>Named Responsibility</b>	Resources Committee
<b>Inception of new Policy</b>	Dec 2025	<b>Named Responsibility</b>	Mrs C Boddy
<b>Date of Policy Adoption by Governing Body</b>	9 <sup>th</sup> December 2025	<b>Review Due</b>	Autumn 2025

**All staff and the wider school community will be given a copy of this policy. Copies are available from the office or via the website for parents and members of the wider community**

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA) as “A person has a disability 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 carry out normal day to day activities.”

(Definition of the terms):

- ‘physical impairment’ includes sensory impairments;
  - ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
  - ‘substantial’ means ‘more than minor or trivial’; and
  - ‘long-term’ is defined as 12 months or more
- 
- The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

## **Key Objective**

To reduce and eliminate barriers to access the curriculum and lead a full participation in the school community for students, prospective students, staff and visitors with a disability.

## **Our Aims**

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 and Early Years Foundation Stage Framework, which underpin the development of a more inclusive curriculum. We aim to achieve this by -

- setting suitable learning challenges
- responding to pupils’ diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- not discriminating against disabled pupils in their admissions and exclusions, and provision of education and associated services

- not to treat disabled pupils more favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

### **Current Practice**

A range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These suggestions are updated on the child's individual target plan. These agencies include:

- The Learning Support Advisory Service
- Early Years Advisory Team
- Speech and Language Therapy Service
- Occupational Therapy Service
- Children's Physiotherapy Service
- BeeU
- Educational Psychology Service
- School Multicultural Development Service
- Attendance Support Team
- Sensory Inclusive Service
- School nurse / Health Visitors

### **Improving Access to the curriculum**

- Regular whole staff training on adaptive teaching methods, teaching strategies and classroom provision.
- Half termly "Special Educational Needs Surgery" to support staff lead by the Special Educational Needs Coordinator (SENCO)
- Individual timetables to support routines of the day
- Interventions for individuals and small groups to support children with specific targets
- Access to advice and support for staff from a range of external agencies including – Learning Support Advisory Teacher (LSAT), Educational Psychologist, Speech & Language Team, Stepping Stones, Health Visitors, Occupational therapy, Sensory Inclusion Service etc
- After school clubs available for all children to access.
- All children access the wider "school curriculum" e.g school trips

### **Improvements made to the environment of the school**

- Fully accessible changing facilities (including motorised changing bed) installed in school
- Ramps installed to provide wheelchair access to the playground and outdoor areas in Reception
- 'Climb up' changing table in nursery to suit the needs of older children who need changing
- Ramp installed in the main school corridor replacing a broken lift
- Path installed near Nursery 2s and Reception to improve access around the building



	Desired Outcomes	Action	Resources	Review
<b>Access to the curriculum</b>	For all staff to continue to use visual strategies to support children’s understanding of language and learning, i.e. Makaton, symbols, pictures, real objects/objects of reference.	<ul style="list-style-type: none"> <li>• SENCO and SLT to monitor the use of visual resources through learning walks and observations.</li> <li>• If specific resources are being used for particular children, this is evidenced on IEPs.</li> <li>• Ensure visuals used do not cause cognitive overload</li> <li>• Word of the week – linked to Makaton</li> <li>• Use of Widgit to make consistent resources across the school and nursery</li> <li>• Use of visual timetable across the school to ensure consistency.</li> <li>• Now and next boards used for some pupils</li> </ul>	SENCO time for monitoring Makaton website Widgit online	
	Effective use of resources and specialist equipment to increase access to the curriculum for all pupils	<ul style="list-style-type: none"> <li>• Resources/equipment purchased where necessary</li> <li>• Specific resources identified on IEPs and all staff aware of when to use and where kept (if appropriate)</li> <li>• Strategic deployment of support staff</li> <li>• SENCO to monitor</li> </ul>	Resources as specified on pupil’s IEPs	
	For children with visual impairment to access the curriculum alongside peers	<ul style="list-style-type: none"> <li>• Resources adapted with advice from SIS if needed</li> <li>• Resources purchased to aid learning where and when needed</li> </ul>	SENCO time to monitor and liaise with SIS SENCO to monitor need for extra resources/adaptions	
	For all children with physical needs to have planned access to PE and other physical activities within the school day	<ul style="list-style-type: none"> <li>• SENCO to support staff in the planning of PE for children with physical needs, where needed</li> <li>• SENCO and SLT to monitor PE activities</li> <li>• Staff to ensure all children have access to outdoor activities/ playtimes and Willow school activities</li> </ul>	SENCO time for planning with class teachers, where needed SENCO time for monitoring	
	Adaptions to the curriculum to meet all learners needs	<ul style="list-style-type: none"> <li>• SENCO to monitor strategies in place and the impact they are having</li> <li>• Advice from LSAT and educational psychologist where necessary to support learning further</li> <li>• Regular TA meeting with SENCO to ensure all aware of how to adapt, where necessary</li> <li>• SENCO to ensure knowledge of AET progression tool and disseminate to staff</li> <li>• ADHD awareness for all staff and how to adapt curriculum/classroom for ADHD learners</li> <li>• Reasonable adjustments made to teaching and learning</li> </ul>	LSAT time Educational Psychologist time SENCO release to monitor SENCO time to develop knowledge of AET progression tool and plan activities to disseminate to staff ADHD aware for staff Staff communication grids where children are changing classrooms	

		<p>arrangements and timetabling where appropriate</p> <ul style="list-style-type: none"> <li>Teaching activities adapted to suit all learners and resources sought to assist this.</li> <li>Extra time is given to pupils who may need it to process information or have a physical need that requires extra time.</li> </ul>		
	Staff trained on medical and SEN needs of children in their class and how to manage	<ul style="list-style-type: none"> <li>Contact with medical staff to ensure school staff are aware of needs of child. Training given if necessary</li> </ul>	Time for staff training where appropriate.	
	All after school clubs & school visits planned to ensure reasonable adjustments are made to enable the participation of a range of pupils	<ul style="list-style-type: none"> <li>Risk assessments undertaken where appropriate.</li> <li>Staff to ensure appropriate ratios to meet all children's needs</li> <li>Adaptions to visits and clubs are made when needed.</li> </ul>	Ensure suitable access for all pupils. Ensure any specialist equipment is available to ensure all pupils can attend.	
<b>Access to information</b>	Ensure that school information is accessible for all parents.	<ul style="list-style-type: none"> <li>Ensure website is kept up to date</li> <li>Include slideshows and sound if appropriate</li> <li>Ensure information is available in other formats if necessary</li> <li>Make leaflets available where appropriate</li> <li>Add information to Facebook page, if appropriate</li> </ul>	Support from ICT team/co-ordinator Resources/leaflet from outside agencies/support groups	
	Effective communication and engagement with parents/carers	<ul style="list-style-type: none"> <li>Meetings with parents around their individual children's needs</li> <li>SEND coffee mornings/afternoons to inform about SEND provisions</li> <li>EHCP annual reviews</li> <li>Parent events arranged in school</li> </ul>	SENCO time to meet with parents where needed A space in school to run a coffee morning/afternoon and time to plan SENCO time to arrange and lead EHCP annual reviews All staff to lead different parent events	
	Improved pupil understanding of disability and inclusion.	<ul style="list-style-type: none"> <li>Involve school council for their ideas and improvements.</li> <li>Research and purchase books and resources to explain and show disabilities/other needs.</li> <li>Research further resources showing disabilities.</li> <li>Assemblies linked to different SEND across the year.</li> </ul>	Books about disabilities and learning needs Assemblies or lesson opportunities to discuss disabilities and other needs SENCO/SLT to research awareness weeks and link to assemblies	
	Ensure visual structures are used to help with organisation.	<ul style="list-style-type: none"> <li>Monitor use of visual timetables – SENCO and SLT</li> <li>Identify individual's needs for use of visual supports such as now/next boards and task management boards. Ensure this is evidenced on IEPs.</li> <li>Subscription to Widgit and staff training on use</li> </ul>	SENCO time to monitor SENCO time to support staff in use of visual aids Subscription to Widgit – staff training where needed	

	Set up areas in classrooms as a work reward station or quiet working area to support some children with independent or supported work	<ul style="list-style-type: none"> <li>• SENCO and SLT to work with staff to define areas in classrooms to use for individual children – may need to move classroom around</li> <li>• Class teachers to use areas either as 1:1 work or independent</li> </ul>	Screening materials to limit distractions Small/individual table in distraction free area of the classroom where possible	
<b>Access to the environment</b>	Children that are not yet toilet raining to have appropriate toileting facilities	<ul style="list-style-type: none"> <li>• Up down bed installed in changing/disabled toilet area.</li> <li>• Provide a step for children that are toilet training and need to access the disabled toilet.</li> </ul>	Child step with seat in disabled toilet to assist children who need adult assistance whilst going to the toilet/toilet training	
	Classroom environment to not be overwhelming for pupils	<ul style="list-style-type: none"> <li>• Background noise is reduced where possible</li> <li>• Classrooms are well lit and natural light is accessible where possible.</li> <li>• Wall display are kept to what is necessary and colours are muted to ensure cognitive overload is reduced.</li> <li>• All classrooms to have an area that is free from distraction.</li> </ul>	Felt pads for chairs are purchased to reduce scrapping noise whilst in demountable. Acoustic pads purchased to absorb some additional sound in the classroom whilst in the demountable.	
	For children with physical needs to be able to access all areas of the school environment.	<ul style="list-style-type: none"> <li>• Assess the physical environment for specific children</li> <li>• Monitor use of outdoor provision for individual children with physical needs</li> <li>• Ensure clear routes through school and outside areas</li> </ul>		
	To reduce the barriers to the physical environment for people with visual impairment.	<ul style="list-style-type: none"> <li>• Paint white lines on the edges of steps outside the front and rear of the school building</li> <li>• Apply white strips to the edge of stairs in school</li> <li>• Ensure any trip hazards identified and addressed</li> </ul>	Buy strips and paint Caretaker to paint white lines and apply strips	
	Ensure emergency and evacuation systems are set up for all people in school, including those with sensory impairments.	<ul style="list-style-type: none"> <li>• Individual risk assessments for children with additional needs</li> </ul>	SENCO time with SLT to write risk assessment and discuss arrangements for children with additional needs	