

Standhill Infants' School

Accessibility Plan 2026–2030

Purpose of the Plan

The purpose of this document is to show how Standhill Infants' School intends, over time, to increase the accessibility of our school for pupils with a disability.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the following three areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum, including teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities and school visits.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, parents and other members of the school community, taking account of individual needs and preferred formats.

Standhill Infants' School aims to treat all members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school will continue to work closely with pupils, families and relevant outside agencies to identify and remove or minimise barriers to learning and participation.

The school will continue to promote positive attitudes towards disability and inclusion and will review accessibility through consultation, monitoring, data collection, questionnaires and discussions with pupils, parents, carers and staff.

Equality and Inclusion

Target	Strategies / Actions	Expected Outcome	Timeframe	Review / Achieved
To increase pupils' understanding of disability and promote positive attitudes towards difference and inclusion.	• Include disability awareness and inclusion within PSHE, assemblies and relevant curriculum areas. • Ensure that books and other curriculum resources positively represent people with a range of disabilities. • Use age-appropriate opportunities to discuss difference, equality and inclusion. • Respond to individual issues as they arise within the school community.	Pupils develop a positive understanding of disability and difference. Pupils demonstrate inclusive attitudes towards others. Disability is represented positively within school life.	Ongoing, reviewed annually.	To be reviewed annually.
To use pupil voice to identify and reduce barriers to participation and accessibility.	• Include accessibility and inclusion within appropriate pupil voice activities. • Seek the views of pupils with SEND about barriers they experience in school. • Work with pupils and staff to identify practical solutions. • Record and review	Pupils have opportunities to contribute to decisions affecting their accessibility and participation. Barriers are identified and addressed where reasonably practicable. Pupils feel able to participate fully in school life.	Ongoing, with an annual review.	To be reviewed annually.

	actions arising from pupil feedback.			
To ensure staff training and development reflect the changing accessibility needs of pupils.	• SENCo to review staff training needs regularly. • Provide targeted training in response to individual pupils' needs. • Share effective strategies and reasonable adjustments with relevant staff. • Liaise with outside agencies where specialist advice or training is required.	Staff have the knowledge and confidence to support pupils with a range of disabilities. Appropriate adjustments are implemented consistently. Staff training responds to the needs of the current school population.	Ongoing.	To be reviewed annually.

Physical Environment

Target	Strategies / Actions	Expected Outcome	Timeframe	Review / Achieved
To continue to improve the physical accessibility of the school buildings and grounds for pupils, staff and visitors with disabilities.	• Complete regular accessibility audits of the school environment. • Review access routes, entrances, furniture layouts and movement around the school. • Clearly identify and maintain accessible parking arrangements. • Consider accessibility when making changes to the school environment or purchasing new furniture and equipment. • Implement improvements as part of planned maintenance and subject to available resources.	The physical environment enables pupils, staff and visitors with disabilities to access school safely and with increasing independence. Barriers identified through accessibility audits are addressed where reasonably practicable.	Annual audit, with actions implemented throughout 2026–2030.	To be reviewed annually.
To improve access to the school for wheelchair users and people with mobility difficulties.	• Review the accessibility of external and internal doors. • Consider whether improvements to door access/opening arrangements are required. • Review accessible routes into and around the school. • Ensure that appropriate arrangements are made for individuals who require additional support. • Review the accessibility of toilets and changing facilities as part of the physical environment audit.	Wheelchair users and people with mobility difficulties are able to access the school safely and independently wherever reasonably practicable. Identified barriers are addressed through planned improvements.	Initial review during 2026/27 and ongoing thereafter.	To be reviewed annually.
To ensure emergency evacuation arrangements remain appropriate for pupils and adults with disabilities.	• Review Personal Emergency Evacuation Plans (PEEPs) for relevant pupils. • Ensure PEEPs are reviewed when a pupil's needs change.	All pupils and adults can be evacuated safely in an emergency. Individual evacuation arrangements are current and understood by relevant staff.	PEEPs reviewed annually and whenever individual needs change.	To be reviewed annually.

	• Ensure relevant staff are aware of individual evacuation arrangements. • Review emergency procedures as part of the school's accessibility and health and safety processes.			
To ensure the sensory environment is considered when planning and reviewing learning spaces.	• Review classroom environments for unnecessary noise, visual clutter and other potential sensory barriers. • Make appropriate use of existing quiet/calming spaces. • Consider individual sensory needs when arranging furniture and learning areas. • Make reasonable adjustments for pupils who experience sensory difficulties.	Pupils with sensory needs are able to access learning and school activities in an environment that supports their individual needs. Staff consider sensory accessibility when planning learning environments.	Ongoing, with an annual environmental review.	To be reviewed annually.

Curriculum

Target	Strategies / Actions	Expected Outcome	Timeframe	Review / Achieved
To increase the independence of pupils with disabilities when accessing the curriculum.	• Review pupils' individual accessibility needs through assessment, pupil passports and SEN support arrangements. • Provide specialist equipment and adapted resources where required. • Use visual supports, assistive technology and alternative methods of recording where appropriate. • Review equipment regularly to ensure that it remains appropriate and is being used effectively. • Encourage pupils to develop independence in accessing resources and completing learning.	Pupils with disabilities can access learning with appropriate levels of independence. Barriers to participation are reduced. Pupils develop confidence in using equipment and strategies that support their learning.	Ongoing, with termly review where appropriate.	To be reviewed annually.
To ensure that all educational visits, clubs and enrichment activities are planned with accessibility in mind.	• Consider accessibility when planning school visits, clubs and other enrichment activities. • Identify individual needs at an early stage. • Liaise with parents/carers and external providers where necessary. • Consider reasonable adjustments and alternative arrangements where required.	Pupils with disabilities are able to participate meaningfully in school visits, clubs and enrichment activities wherever reasonably practicable and safe. Accessibility requirements are identified and addressed before activities take place.	Ongoing.	To be reviewed annually.

	• Ensure risk assessments take account of individual accessibility needs.			
To ensure reasonable adjustments are consistently identified and implemented to remove barriers to learning and participation.	• Continue to identify barriers through assessment and observation. • Share effective reasonable adjustments with relevant staff. • Record appropriate adjustments within pupil passports and support plans where required. • Review the effectiveness of adjustments and adapt them as pupils' needs change. • Liaise with external agencies where specialist advice is required.	Barriers to learning and participation are identified promptly. Reasonable adjustments are implemented consistently. Pupils are able to access learning and participate fully in school life.	Ongoing.	To be reviewed annually.

Written / Other Information

Target	Strategies / Actions	Expected Outcome	Timeframe	Review / Achieved
To ensure information provided by school is accessible to pupils, parents, carers and other members of the school community.	• Provide information in alternative formats where required. • Consider font, layout, language and presentation when producing written information. • Provide translated or simplified information where appropriate. • Ensure individual communication preferences are identified and recorded where necessary. • Continue to use the school's digital systems to support access to information.	Parents, carers and pupils can access important school information in an appropriate format. Communication barriers are reduced.	Ongoing and as required.	To be reviewed annually.
To improve the accessibility of digital information and resources.	• Review the accessibility of digital documents and resources used by the school. • Use clear layouts and accessible formats. • Consider the needs of pupils and parents who require adjustments to access digital information. • Use assistive and inclusive technology where appropriate. • Provide alternative formats where digital information is not accessible to an individual.	Pupils and families can access essential digital information as independently as possible. Digital resources support rather than create barriers to participation.	2026–2030, reviewed annually.	To be reviewed annually.

Monitoring and Review

- Accessibility audits.
- SEND monitoring and review.
- Pupil voice.
- Parent/carers feedback.
- Staff feedback.
- Review of individual pupil needs and reasonable adjustments.
- Review of educational visits and enrichment activities.
- Review of the physical environment and emergency arrangements.

The plan will be amended as necessary to reflect changes in pupils' needs, the school environment, available resources and relevant legislation.

Next full review: September 2030