



## Squirrel Hayes First School

Policy Reviewed on	March 2016	March 2017	March 2018	March 2019	March 2021	March 2022	Feb 2023	March 2024	April 2025
Policy Owner Signature	Mrs A. Harris	Mrs A. Harris	Mrs A. Harris	Mrs A. Harris	Mrs A. Harris	Mrs A. Harris	Mrs A. Harris	EJP	EJP
Policy adopted by the Governing Body on	March 2016	March 2017	March 2018	March 2019	March 2021	March 2022	March 2023	March 2024	April 2025
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Version	03	04	05	06	07	08	09	10	11

# Accessibility Plan

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# Squirrel Hayes

Nursery & First School

## Accessibility Plan

Under the Equality Act 2010, It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

## General Equality Duty

The **Public Sector Equality Duty (PSED)** has three main elements. In carrying out their functions, public bodies must have due regard to the need to:

1. **Eliminate discrimination** and other conduct that is prohibited by the Act,
2. **Advance equality of opportunity** between people who share a **protected characteristic** and people who do not share it,
3. **Foster good relations** across all characteristics - between those who share a protected characteristic and those who do not.

The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. At Squirrel Hayes First School we believe that it is good practice for schools to keep a note of any equality consideration, and that publishing it will help to demonstrate that the due regard duty is being fulfilled.

## Eliminating discrimination and other conduct that is prohibited by the Act

Evidence used to ensure that we are complying with the 2010 Act includes:

- Copies of policies (for example, the behaviour policy, child protection policy, curriculum policy) where included information has been effective in increasing schools’ ability to eliminate discrimination, reduce bullying etc.
- Information on the action the school has taken to reduce discrimination such as responding to feedback from parents and pupils.
- Impact of aspects included within the curriculum aimed at eliminating discrimination and samples of work produced e.g. photographs of displays.

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Advancing equality of opportunity of the diverse needs of the learning community: Evidence of compliance with this aspect might include:

- Recording of feedback from pupils/parents on action taken to reduce gaps in attainment between diverse cohorts of pupils e.g. providing social skills, nurture and behavioural support for those learners with SEMHS (social, emotional and mental health needs).
- Evaluation of action taken by the school to remove/minimise disadvantages experienced by disabled pupils and adults.
- Steps to meet the particular needs of those with a disability through reasonable adjustments evidenced through personalised planning.
- Accessibility plans aimed at increasing active participation for learners and the wider learning community.

### **Fostering good relations** across all characteristics

The evidence that schools uses to demonstrate this includes:

- Identifying and evaluating the impact of curriculum content that aims to promote tolerance and friendship and develop understanding of different disabilities.
- Evaluation of activities (school/class organisation for instance) that aims to reduce prejudice and increasing relationships between diverse pupil groups.
- Impact of increased involvement with local communities/ partnerships with other schools that is aimed at increasing empathy between different groups of pupils

### **Specific duties**

**In line with regulations we aim to:**

- Publish information to demonstrate how we are complying with the new PSED, and
- Prepare and publish equality objectives.
- Update the published information at least annually and to publish objectives at least once every three years.
- Annual updates to progress towards the targets can be viewed in appendix 1
- Expected impact and outcome will be updated annually as a result of reviewed progress as reported in appendix 1

**In addition to inclusion within the PSED (public sector equality duty) equality objectives, we will make **reasonable adjustments** for pupils with a disability. The DfE (department for education) non-statutory guidance states that this duty can be summarised as follows:**

- Where a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

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- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

**Reasonable adjustments**

Factors we may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will play a major part in determining what is reasonable.

Guidance states that many pupils with a disability will have a SEN statement and auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have a statement (or the statement doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids falls to the school after the relevant provisions come into force.

**Policy review**

**Improving the Curriculum Access**

Target	Strategy	Outcome	Timeframe
Pupils with SEND access evidence based strategies to support high quality teaching and support.	Use of the 5 EEF SEND strategies: *Scaffolding *Explicit Instruction *Metacognition *Flexible grouping *Technology	Learners with SEND benefit from daily access to personalised support built upon the 5 key SEND Strategies promoting success and greater independence.	CPD revisited Termly review: Learning walks Pupil voice Parental Feedback
Classrooms are optimally organised and well-resourced for inclusion. Classrooms and activities promote an inclusive approach and the participation and independence of all pupils with SEND	Response to advice from professional external experts. Use of classroom audits to support learners with SEND. Use of dual coding and visual prompts to support a consistent whole school approach to communication and routine.	Learners independently choose and access high quality resources to support independent learning and improved learning outcomes.  Learners benefit from consistent communication strategies and purposeful/positive learning environments.	CPD from External agencies. Termly Review: Audits Pupil Voice

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Consistent Dyslexia friendly practice throughout school.	Refresher CPD for staff. Dyslexia friendly audits used to support gap analysis in support or resource management.	All staff members are aware of specific learning difficulties and how to make learning accessible to children with or showing signs of dyslexia.	Termly review: learning walks
Consistent Autism Friendly practice throughout the school.	Specific ASC training for all staff around 'sensory awareness' and 'window of tolerance' Personalised provision for specific classes, groups or individuals implemented in response to audits of need.	Learner's with ASC or SEND benefit from 'Autism friendly' learning approaches and personalised provision. Staff demonstrate knowledge of 'Autism friendly practice' and supportive strategies/adjustments.	CPD by end of 2025 On-going updates of CPD form AIT and external services Termly review Audits Learning walks

### Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe
Availability of written material in alternative formats including visual prompts or through use of technology to adapt/convert written information.	Use of services available through the LA for converting written information into alternative formats. Use of symbol/visual resources. Use of technology/software for aiding communication for those needing support.	Information provided in a variety of formats ensuring all have access to information being communicated.	Throughout the year. CPD on use of supportive software and technology. Termly review Pupil and parent voice feedback.
Availability of information through visual labelling, overlays alternative means to reading information from the board.	Review all current school practice on accessing written information. Use of alternative sources of information for learners with SEND e.g. own screen, personalised prompts and information mats etc.	Information provided in personalised formats to support equal access to learning and activities.	Throughout the year. Termly review

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## Improving the Physical Access

target	Strategy	Outcome	Timescale
Access to all learning areas by wheelchair users	Work with SSC property team and wheel chair users to audit and assess current access and identify improvement strategies. Installation of access ramps to ensure access to all school buildings.	All key learning areas are accessible by wheel chair users ensuring inclusivity at key events and learning activities.	2024 – 2025 Annual review Feedback from 'change team'
All entrances, exits and changes to flooring are identified clearly to support those with visual difficulties.	Changes to levels and access areas indicated clearly through signage and yellow painted lines/strips. Environment Audit used to inform areas for further consideration to support those who are visually impaired.	Service users with visual difficulties are effectively supported to access all areas of the school premises. Supportive strategies implemented encourage independence and easy access.	2025-2026
All classroom areas support 'sensory needs and are Autism Friendly'	Sensory checklists and Audits used to evaluate current learning environments and make reasonable adjustments. Use of more neutral displays and colouring to aid the reduction of sensory overload and over stimulation.	Use of neutral displays and carefully selected information sharing, learners with sensory needs feel less over stimulated and environmentally overwhelmed/distracted.	2025-2026

Version No.	Date of review	Reviewer	Changes Made
01	June 2014	A. Harris	New format
02	June 2015	A. Harris	Updated impact of improving curriculum access in appendix 1.  Updated strategies, time frames and expected impact in line with reviewed impact of 2014/15 targets.

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Version No.	Date of review	Reviewer	Changes Made
03	March 2016	A. Harris	
04	March 2017	A. Harris	Reviewed progress for 2015/16 New Three Year Plan
05	February 2018	A. Harris	Updated progress on 3 Year plan: appendix 1
06	November 19	A Harris	Updated progress on 3 year plan.
07	April 2021	A Harris	New 3 year plan.
08	February 22	A Harris	Updated acronyms with full terms. Updated review of actions.
09	February 23	A Harris	Reviewed plan.
10	March 2024	E J P	New Accessibility Plan implemented for 2024-2027
11	April 2025	EJP	Reviewed plan.

[Appendix 1](#)  
[Review 2024-25](#)

Target	April 2025 Review of Progress
Pupils with SEND access evidence based strategies to support high quality teaching and support.	Learners benefit from the use of strategies recommended from the EEF guidance for SEND *Scaffolding *Explicit Instruction *Metacognition *Flexible grouping *Technology School aim to make this even more personalised for individual learners through use of audits.
Classrooms are optimally organised and well-resourced for inclusion. Classrooms and activities promote an inclusive approach and the participation and	Learners can independently choose and access high quality resources to support independent learning and improved learning outcomes.

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independence of all pupils with SEND	School plans to use sensory and classroom audits to ensure that resources are relevant and accessible for all.
Consistent Dyslexia friendly practice throughout school.	<p>Most staff members are aware of specific learning difficulties and how to make learning accessible to children with or showing signs of dyslexia.</p> <p>Whole school CPD is planned for 2025-2026 to refresh all staff on Dyslexia friendly practice and support.</p>
Consistent Autism Friendly practice throughout the school.	<p>ASC Classroom audits completed and inform practice across the school.</p> <p>Not all practice to support ASC is consistent across the school. School is committed to a long-term plan of 'Inclusion Training with a specific focus on ASC though bought in services.</p>
Availability of written material in alternative formats including visual prompts or through use of technology to adapt/convert written information.	<p>Some use of technology to support those who need adapted communication is used.</p> <p>Support is planned through the visual impairment team for 2025.</p>
Availability of information through visual labelling, overlays alternative means to reading information from the board.	<p>Individual adaptations in place for those needing support. Use of opaque laminating, enlarged text formats and personalised prompts.</p> <p>School to explore further use of technology and laptops to support access for specific learners.</p>
Access to all learning areas by wheelchair users	<p>All main classrooms and school hall are now accessible through ramped access or lift support.</p> <p>Disability toilet facility to be considered for the Early Years for future plans.</p>
All entrances, exits and changes to flooring are identified clearly to support those with visual difficulties.	<p>Actions identified for learners with visual impairment have been actioned.</p> <p>Further audit to be undertaken in 2025 with in partnership with the Local</p>

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	<p>Authority 'Mobility' team to support whole school consideration.</p>
<p>All classroom areas support 'sensory needs and are Autism Friendly'</p>	<p>All classroom are Autism friendly through use of visual prompts, visual timetables and the identification of specific strategies for individuals.</p> <p>Plans to consider reduction in information within classrooms and 'sensory overload' through changes to the classroom displays and use of information sharing strategies. 2025-2026</p>

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