

Sitwell Nursery & Infant School

Accessibility Plan 2026-2029

Review frequency	3 yearly	Review date	Spring 2029
GB Committee responsible	Full governing board	Staff responsible	Kirstey Peart Emma Johnson
GB Ratification date	25 th March 2026	Website	Yes

Purpose of Plan

The purpose of this plan is to show how our educational setting, Sitwell Nursery & Infant School intends, over time, to increase accessibility to the physical environment and the curriculum and that all children, parents, staff and visitors with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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.

Key Aims

To increase and ensure all stakeholders with a disability have:

- total access to our setting's environment, curriculum and information
- full participation in the school community and
- that we as a school value and include all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs as well as challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

Principles

Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report. Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled children in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled children less favourably
- To take reasonable steps to avoid putting disabled children at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010 Sitwell Nursery & Infant school recognises and values the young person's knowledge/parents' knowledge of their child's disability

- Recognises the effect their disability has on his/her ability to carry out activities,
- Respects the parents' and child's right to confidentiality
- Sitwell Nursery & Infant School provides all children with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled children to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Physical disability

- Ensure that children with a physical disability (e.g. walking frame/wheelchair) can make full use of the classroom accessing all equipment and resources needed. Re-arrange furniture as appropriate.
- Ensure that risk assessments are carried out to meet the needs of children who are or may be enrolled that have a physical disability.
- Liaise with appropriate outside agencies regarding the need for specialised or adapted furniture and/or equipment such as tables, chairs, cutlery, writing equipment.
- Ensure that children can access off site learning undertaking a pre visit to conduct a risk assessment detailing specific arrangements/adaptations in order for children to access the site.

Sensory barriers – sight/hearing impairment

In the case of vision impairment, school would seek to do the following:

- Consult with the person concerned or in the case of a very young child the parent/carer on specific needs.
- Consult with and take advice from the appropriate vision impaired support service in Rotherham LA.
- Ensure that all communication documents are accessible to all parents/carers/members of the school community e.g. Braille or auditory access.
- Ensure that all communication documents are accessible to relevant staff.
- Ensure that children have appropriate support e.g. seating arrangements, enlarged text, and appropriate level of lighting.

When redecoration of the building takes place (internally and externally) consult with the appropriate body and give regard to the needs of those with visual impairment in the choice of colours.

Off site visits are regularly used in school. Staff must conduct appropriate risk assessments, take advice from appropriate agencies and make all reasonable adjustments for all children to access as much of the visit as possible.

In the case of hearing impairment, school would seek to do the following:

- Consult with the person concerned or in the case of a very young child the parent/carer on specific needs.
- Consult with and take advice from the appropriate hearing impaired support service in Rotherham LA.

- In the case of children, access support materials for classroom e.g. hearing aid and speaker to be used by teacher/adult working with the child.
- Investigate installation of hearing loop system to aid access for parents/carers/visitors at concerts, assemblies etc.
- Headteacher and governors to assess budget/funding implications for loop system.
- Teachers/adults in school to support children to ensure they are seated in class to maximize the use of acoustics which may vary from room to room in school and be dependent upon which subject is being taught.
- Off site visits are regularly used in school and staff must conduct appropriate risk assessments, take advice from appropriate agencies and make all reasonable adjustments for all children to access as much of the visit as possible.

Curriculum

School will regularly review the needs of all children with a disability in the following ways:

- Hold regular review meetings with parents/carers, SENDCo, Headteacher, relevant staff and the child, where appropriate.
- School will review risk assessments for both on site and off site curriculum activities and make all reasonable adjustments to enable access to the activities on offer.
- School will consult with leaders of after school activities and make all reasonable adjustments to allow access for any child with a disability.
- Ensure that parents are fully supported with how to help their child get the most out of their school years.
- All staff having high expectations in all aspects of school life.
- Seek specialist advice on access to subjects such as PE for children with physical/visual impairment, music for children with a hearing impairment
- Set targets which are challenging but realistic and which take into account the needs of the child.
- Monitor the progress of disabled children and adapt targets, teaching and learning appropriately (Use BSquared when appropriate).
- Ensure that topics and planning gives any disabled child as much access as possible and plan to make adjustments where deemed necessary, including the provision of resources such as laptops, specialist scissors etc.
- Ensure that staff training is up to date and that ongoing support is available from within school and outside agencies.
- Provide access to the curriculum for children with autism e.g. quiet time, TA support to understand some aspects of the curriculum or visual timetables to help them to understand the routine and order of the day.

Awareness raising with children/staff/parents/carers and visitors

To ensure the full inclusion of all children, staff, parents/carers and visitors to school we will:

- Ensure that staff are trained and prepared for any children with a specific need/disability, as far in advance of them starting at this school as possible.
- Raise awareness of all staff in school even if they might not specifically work with the child e.g. through information sharing, staff meetings led by an appropriate professional.
- Raise awareness of children through class discussion, PSHE lessons, and visitors to school e.g. someone who uses a guide dog.

- Actively promote the social inclusion of children with a disability e.g. use the support staff linked to specific children to facilitate this. Ensure that children with disabilities are protected from bullying.
- Ensure that TAs provide effective support for children, but at the same time promote independence.
- Ensure that information is included in all relevant documentation e.g. induction pack for new families to the school, staff handbook and induction materials for new staff.

Consultation with disabled children/staff/parents/carers and visitors to the school

Ensure the inclusion of children with a disability through:

- Regular consultation with children and parents/carers.
- Making reasonable adjustments e.g. timetable alterations, extra time for lunch.
- Being aware of any parents who may need help accessing school for any reason and making reasonable adjustments e.g. special seating arrangements at a concert or performance.

Financial Planning and control

The Headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Outcome	Action to ensure outcome	Who is responsible	Long, medium or short	Time frame	Notes
Full access to site, entry to school building and classrooms/hall/toilets are organised to promote the participation and independence of all children.	Risk assessment of outside and inside building. Audit of adaptations. Review and implement preferred lay out of furniture and equipment.	Headteacher Inclusion manager	Long	Ongoing	Wheel chair accessible Safe smooth surfaces All classrooms/hall on ground level Serviced hoist Access to disabled toilet Classrooms are accessible and clutter free All equipment and furniture accessible Room available for outside agencies to use that meet theirs and children disability needs
Staff are trained to meet the needs of all children.	Audit children's needs. Audit staff training requirements to meet those needs. Staff to access CPD in school and attend LA training. Liaise with outside agencies to deliver training sessions as part of traded service hours.	Headteacher Inclusion manager	Medium	Annually	Ensure all information is gathered about specific children's disability needs prior to attending school. Staff attend training to meet the needs of these children. (HI/VI/moving and handling/PT) Invite OT to school to ensure children with disabilities can access the environment and advise on

	New staff to have access to training that meets the schools highest area of needs.				adaptations to the environment or reorganisation of furniture.
Children have full access to all areas of the curriculum.	<p>Ensure MTP and short-term plans document any adaptations/additional equipment children may need in order to have full access to teaching and learning and how individuals can record knowledge and learning</p> <p>PE equipment and activities are adjusted to allow child with disability to participate in lessons.</p> <p>Access to lessons that involve life preparation learning.</p>	<p>Subject leaders</p> <p>Inclusion manager</p> <p>Class teachers</p> <p>Key workers</p>	Medium and short term	Half termly, weekly, daily	<p>Alternative ways of recording through use of ICT e.g. apps.</p> <p>Range of equipment available in PE lessons.</p> <p>Traded live and learn team are made fully aware of individual children's needs.</p> <p>Range of resources to engage children in all areas of the curriculum.</p> <p>Length of time individuals can access lessons is adapted where necessary.eg those with prosthetic limbs.</p> <p>Plan in time for additional sessions such as physiotherapy so as to not impact time in foundation subjects.</p> <p>Children to have full access to food technology/basic literacy and maths skills.</p> <p>Children are supported to develop independence skills such as toileting and dressing using backward chaining techniques on a regular basis.</p> <p>EP advice and recommendations embedded in classroom practice.</p>

					SI advice and SMART targets embedded in day to day learning incorporating adaptations in order for children to access all areas of the curriculum.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of children.	Review all 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 all disabled children.	Head teacher Inclusion manager Class teachers	Short term	Half termly	Additional adult support as required to ensure safe access to all visits and after school clubs. Additional risk assessments carried out. Pre-planned visits by relevant staff.
Classrooms are organised to promote the participation and independence of all children	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Lessons start on time without the need to adjust to accommodate the needs of individual children. Access to equipment such as cutlery, scissors, writing tools, fine/gross motor activities.	Class teachers Inclusion manager	Short	Daily and weekly	Use of disability equipment to practice movement around school and classrooms and arrange furniture accordingly. Equipment is easily accessible and labelled. Timetabled sessions to promote dressing/undressing toileting. Use of backward chaining method to increase independence. Support to use cutlery and staff to model and direct rather than doing it for them.

Training for Awareness Raising of Disability Issues	Curriculum to reflect the diverse needs of all children and families RSHE planning and learning Jigsaw PSHE planning and learning. Posters/displays to reflect diverse needs of school, local and global community. Evidence of learning in floor books reflecting the diverse needs of children in school.	Subject leaders Class teachers Inclusion manager Learning mentor Nurture group lead	Long, medium and short	On-going	Use of literature (books shared in assemblies/classes/parents through google classroom/learning mentor and nurture group sessions). PSHE/PE/RSHE lessons. Visitors invited into school. School enrichment visits to local places e.g. Minster, care home.
Ensure information is accessible to all	Review and adapt documents to facilitate the use of information for those with sight impairments (but not limited to this). Documents are available in large text versions. The website supports those who require larger or smaller text.	Head teacher Inclusion manager	long	On-going	Website has translation function and has a link to the local offer for parents to access. Documents send in Word to allow families to translate into home language when needed e.g. attendance letters.

Accessibility outcome	Action to ensure outcome	Frequency	Cost implication
Full access to site, entry to school building and classrooms/hall/toilets are organised to promote the participation and independence of all children.	High visibility markings on playground, ramps, doors, disabled parking space Additional adults timetabled to support transition to classroom.	As and when required	£500

<p>Staff are trained to meet the needs of all children</p>	<p>SENDCo/staff to attend LA training and/or training delivered by specialist partners:</p> <ul style="list-style-type: none"> • Sensory processing • Dyscalculia • PDA • Select mutism • Makaton • Autism friendly provision • SEN plan and SMART target training • Attachment and trauma training • ELSA training/updates • EpiPen training • First aid • Paediatric first aid • Team teach • Moving and handling • Traded EP service • Traded SI service • Traded SALT service 	<p>3 yearly/or where appropriate for employment of new staff or children the school with a specific need</p>	<p>£4000</p> <p>Over the next three years, we will be focusing on these key areas to ensure we are highly trained in the primary areas of need identified in our school:</p> <ul style="list-style-type: none"> • Moving & Handling • SaLT traded service • SI traded service • EP traded service • Adaptive Teaching • SLICE Feeding training • NASEN Autism training
<p>Training for Awareness Raising of Disability Issues</p>	<p>Literature (books/posters/resources such as puppets and props) PSHE training RSHE training Jigsaw scheme of work</p>	<p>Yearly audit to ensure range of resources are used to raise awareness of a range of needs PSHE leader attends PSHE Association yearly conference Annual fee</p>	<p>£500</p> <p>£250</p> <p>£450</p>

Resources and equipment needed to ensure full access to curriculum as well as bespoke equipment for sensory needs	Sensory toys Chair cushions Rubber feet for chairs ICT equipment (IPADS) Weighted toys/blankets Stools/steps to access sinks for handwashing Pencil grips Easy grip scissors Heavy duty plastic cutlery	Yearly audit to ensure sensory resources are regularly replaced as and when needed both for class calm boxes and sensory room.	£2000
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Accessibility audit

Feature	Description	Action to be taken	Person responsible	Date to be completed
Number of stories	2	All classrooms are on the ground level. Hall, sunshine room and disabled toilet situated on ground floor. 1 upstairs room that is used for learning mentor and nurture group. If a child with a physical disability attends these sessions a different room will be allocated.	Head teacher/Inclusion manger	Adaptations made as and when needed.

Corridor access	One floor level throughout school with no steps Wide enough for wheelchair access Clear at all times	Daily Health and Safety checks to check for obstructions/hazards	All staff/Site manager	Ongoing
Entrance doors	Entrance doors to main entrance are double and both can be opened at the same time. Entrance to Buttercup classroom is wide enough for wheelchair access. Both entrances are clear at all times.	Daily Health and Safety checks to check for obstructions/hazards.	All staff/Site manager	Ongoing
Parking bays	Located on site at the rear of the building. One disabled parking bay, located near the main school entrance and KS1 entrance.	To be kept clear at all times for disabled access. Where multiple users, cars just park behind each other.	All staff/Site Supervisor	Ongoing
Ramps	1 ramp to enter F2 Buttercup class.	To be kept clear from obstruction.	All staff/Site Supervisor	Ongoing
Toilets	1 disabled access toilet in school off the main corridor with pull cord alarms.	Alarm checks made by the Site Supervisor.	Site Supervisor	Ongoing

Reception area	Accessible to wheelchair users via the main entrance. Reception height is appropriate for wheelchair users.	Welcomed to the school via the disabled access area in the staff car park.	Office staff	Ongoing
Internal signage	Health and Safety signage in school	Health and Safety checks	Site Supervisor/School Business Manager	Ongoing
External signage	Clear signage at both child and staff entrances.	To be kept clean and visible from foliage.	Site Supervisor	
External lighting	No lighting at the top of the drive where disabled drivers will use to gain access to the disabled parking space and main entrance External lighting on timer attached to the outside wall in the staff carpark near the disabled bay.	Headteacher, site manager and business manager to research cost of putting up lighting at the top of the drive for winter months. Regular checks made by site supervisor.	Headteacher, site manager, business manager	By Autumn 2023
Emergency escape routes	Signage clear throughout school. Evacuation route stuck near door of every classroom. Fire evacuation plan in place.	Health and Safety checks. Regular fire practices take place at different times of the day where children may not be in class.	Site Supervisor/School Business Manager	Ongoing

PEEP in place for individual children with additional needs or disabilities.	PEEP shared with all staff including lunchtime supervisors and key workers that individual children may work with Shared with parents at the beginning of every new school year.	PEEP in place and shared with relevant staff.	Business manager, class teachers, lunchtime leader, Headteacher	Updated annually or before if changes needed
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