

DATE: July 2025

Accessibility Plan

Studley Infants' School

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Studley Infants' 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.

Equality and Inclusion at the Heart of Studley Infants School

1. *Inclusive Culture for All*

- Studley Infants School is proud to be **fully inclusive**, welcoming and supporting **every child** regardless of background, ability, or need.
- The school fosters an environment where **all children are equally valued**, ensuring no child is left behind in their educational journey.

2. *Equal Access to Learning*

- Every child is entitled to a **broad, balanced, and relevant curriculum** tailored to their individual needs.
- The school ensures **physical accessibility** and appropriate resources, allowing all pupils — including those with physical or sensory disabilities — to participate fully in school life.

3. *Early Identification and Responsive Support*

- The school is committed to **early identification of special educational needs**, enabling children to receive support as early as possible.
- A **graduated response** ensures that provision is inclusive, equitable, and based on the principle of **“supporting difference, not lowering expectations.”**

4. *Celebrating Diversity*

- Differences in learning styles, abilities, communication, and behaviour are respected and understood.
- Children are supported in understanding their **emotions and identity**, contributing to a respectful and empathetic school community.

5. *Pupil Voice and Empowerment*

- Children are **active participants** in their education. They are encouraged to **express their views**, understand their learning needs, and be involved in setting personal targets.
- This approach nurtures self-esteem, independence, and a strong sense of belonging.

6. *Partnership with Families and Professionals*

- Inclusion is strengthened through **strong collaboration** with parents/carers, ensuring their voices are heard and valued.
- The school works closely with external agencies to **remove barriers to learning** and to provide specialist support where needed.

7. High Expectations for All

- The school holds **high aspirations for every child**, believing that all children, including those with SEND, should have the opportunity to achieve their full potential.
- Learning plans are **individualised**, reflecting the belief that equality means **meeting each child where they are**, not treating every child the same.

8. Reflective Practice and Ongoing Improvement

- Staff continually **review and evaluate** inclusion and SEND provision to ensure it is effective, equitable, and up to date.
- The school actively invests in **staff training** and capacity-building to ensure inclusive practices are embedded in all classrooms.

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.

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. Purpose

The plan sets out proposals to increase access to education for disabled pupils in the 3 areas required areas as stated in the planning duties in the act:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve access to the physical environment of the school
- Improve the delivery of the information

Studley Infants' School and Arden Forest MAT also recognises its responsibility towards disabled staff and will:

- Monitor recruitment procedures to ensure that all people with disability are given equal opportunities

- Ensure that staff with disabilities are supported with special provision to ensure that they can work effectively
- Where necessary, make reasonable adjustment to enable staff to fully access the workplace.

4. Overall Strategy

We aim over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. Our strategies include:

- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- having high expectations of all students be they disabled or able bodied
- finding ways in which all students can take part in the full curriculum including sport, music, and other co-curricular activities
- planning out-of-school activities including all school trips so that students with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of such language
- introducing whole school use of electronic tablets to enable material to be viewed and heard in different formats thus improving access of materials for visually impaired, hearing-impaired pupils amongst others

It is important that regular monitoring occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

Strategy 1

Increasing the extent to which disabled pupils can participate in the school curriculum, it is our aim to:

1. Audit pupils, who require learning support, at the Induction Interview, to assess the differentiated resources available to them.
 - Provide training to all staff on the importance of the differentiation of the curriculum and its delivery within the classroom.
 - All departments to ensure that schemes of work have clear differentiation included
 - SENCO to work closely with Heads of Department and teachers to ensure that all lessons are accessible to all pupils
 - Teaching staff to liaise with SENCO and Learning Support Assistants (LSAs) prior to lessons so that support is fully utilised.
2. Ensure equal access for disabled pupils to co-curricular activities and school visits.
 - Risk assessment and planning of trips to include accessibility references
 - Analyse co-curricular activities to ensure inclusion of pupils with disability and on the SEN List and those who have an Education Health and Care Plan
3. Ensure that all pupils feel supported and included within the school.

Strategy 2

Improving access to the physical environment of the school.

This is to enhance the extent to which disabled pupils can take advantage of the educational opportunities within the school.

It is our aim to enhance physical access and improve accessibility where possible in the context of the above statement.

We will carry out an annual access audit to inform improvement of the physical environment of the school. We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

Strategy 3

Improving the delivery of information (to disabled pupils and parents). We aim to:

- Provide written materials in alternative formats as requested, for example we can provide large print copies of appropriate school documents if requested, as communicated at the start of any pupil's attendance at the school.

5. Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium, and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all children. We understand the need for flexibility and adaptability to meet the child's needs.	Review the curriculum as a whole, considering the adaptations needed to ensure it is accessible to all.	Monitor adaptations implemented, and any that would be supportive for children during learning walks.	BM KS Governors Subject Champions	End of every term	Curriculum will be accessible to all, enabling all to make progress.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Audit resources annually. Be clear on why specific resources are needed for specific groups/children/learning.	Class teacher to review resources being used and impact. Use of resources to be observed during learning walks and monitoring. SENDCo to support use of resources and consider the desired outcome.	Class teacher BM KS	Ongoing, general audit annually.	Children have the resources needed in order to learn and make progress.
	Targets are set effectively and are appropriate for children with additional needs.	Ensure targets are SMART and with a clear outcome.	Class teachers clear on the desired outcome and what is needed to achieve the target. SENDCo support teachers with SMART targets	Class teacher KS/SENDCo	Start autumn-ongoing.	Targets will be based on individual children and what is needed for them to make progress.
	Curriculum progress is tracked for all			Class teacher BM KS		Gaps and actions identified for a curriculum fit for all.

	pupils, including those with a disability.	Use Insight to assess attainment and progress of groups, identifying gaps.	Data analysis to be thorough and identify potential challenges with curriculum and specific groups. Pupil Progress Meetings identify groups of children and considerations of adaptations/resources needed.			
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: 1. Ramps 2. Corridor width 3. Disabled toilets and changing facilities 4. Space to allow free movement	Continue to monitor environment and consider further adaptations needed.	Monitor and review environment during Health and Safety meetings.	Health and Safety Governor BM	Termly	Environment will support education for all.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	Continue to consider ways to aid communication, in school and at home.	SENDCo to work with teachers on effective communication channels for individual children. Access to relevant training when needed.	KS/SENDCo Class teacher	Ongoing	Children will be informed and able to understand.

6. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Board and Headteacher.

7. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy