

Queen's Park Infant Academy



Accessibility Plan 2025 – 2026

Reviewed and updated: 2.12.25

A Happy School; Learning, Caring, Succeeding Together



Aims

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and parents

As a school we are required under the Equality Act 2010 to have an accessibility plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The legislation states that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if: He or she has a physical or mental impairment, and/or the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The purpose of the accessibility plan is to show how access is to be improved for disabled pupil, staff and visitors over an agreed timeframe, alongside the anticipation of the need to make reasonable adjustments to accommodate needs.

The Accessibility Plan will:

- Increase the extent to which disabled pupils can participate in the curriculum to ensure all pupils are equally prepared for life, including teaching and learning as well as participation in the wider 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, staff, parents and visitors.

The plan will be made available online on the school website, and paper copies are available upon request. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. At Queen's Park Infants Academy we are committed to provide an inspirational and exciting learning environment where all pupils believe, achieve and shine in all they do, developing an enthusiasm to become life-long learners. We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Queen's Park Infants Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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 this 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.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents: (copies are available on request)

- QPIA Relational policy (incorporating Exclusion)
- CLP Business Continuity plan
- CLP Health & Safety Policy

- First Aid, Medical Conditions, Managing Medication and Allergy Policy
- CLP Public sector equality duty Policy
- School Improvement Plan
- SEND Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. The Accessibility Plan will be monitored by the governing body.

At Queen's Park Infants Academy we aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on the admissions forms on entry to school and update these yearly. Should any pupil need change parents are encouraged to contact the school as soon as possible and where necessary a health care plan is put into place for the pupil. The needs of pupils with disabilities are considered and planned for during the school day, this also extends to extra-curricular activities and off site visits. Where possible pupils are included in all curriculum areas, however there are some areas of the curriculum that present particular challenges for pupils with a disability, for example: PE. When this occurs the teacher and Inclusion leader will make reasonable adaptations to ensure a high level of inclusion is achieved. The pupils may require alternative resources to access learning (i.e., ICT access, writing aids, enlarged print) and these will be provided as part of quality first teaching provision.

Access Audit

Queen's Park Infants Academy is a single storey building with sloped access from the entrance hall corridor down the long corridor to year R and Year 1. There is also sloped access from the entrance hall to the year 2 block. There is one low step into the medical room from the playground, however there is access via another external door nearby.

There are accessible toilet facilities available by the main office, and by the school Hall. There is a disabled parking space on the main road outside of the school.

As a school we will consult with external professionals when new situations regarding pupils with disabilities are experienced. The Inclusion Leader will seek information on any new pupils so that their individual needs are carefully planned for and considered, and any reasonable alterations made to the physical environment are made. The Site Manager, CLP Operations Manager, Health and Safety Governor, Inclusion Leader and Head Teacher will monitor the school environment and seek external advice and guidance when needed.

All teaching staff have a responsibility to consider the needs of all pupils in the class when teaching and planning for activities and off site visits. Legislation and Guidance This document meets the requirements of Section 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

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.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Aim	Current good practice <small>Include established practice and practice under development</small>	Objectives <small>State short, medium and long-term objectives</small>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To increase access to the curriculum for all pupils	<p>ALL children:</p> <p>Learning is personalised where necessary to meet the needs of specific children.</p> <p>Sequenced writing curriculum ensuring that children make progress as fast as possible but as slow as necessary</p> <p>Targeted teaching groups in Year 2. Keep up phonics in Year 1. Targeted approaches in EYFS. Accredited scheme with systematic sequenced teaching plans.</p> <p>Systematic Maths curriculum enabling all children to access learning, with an emphasis on fluency and embedding skills.</p> <p>Systematic approach to handwriting with a strong emphasis on gross motor before fine motor skills. Pedagogy reflects child</p>	<p>To ensure pupils who may need additional support are specifically noted/included on lesson planning.</p> <p>To ensure all children are able to access writing lessons.</p> <p>To ensure all children are able to access phonics lessons.</p> <p>To ensure all children are able to access maths lessons</p> <p>To ensure all children are able to access handwriting lessons.</p>	<p>Staff trained on new word/ phrases/ sentence method.</p> <p>Ensure staff are using the new word/ phrases/ sentence structure in writing sessions</p>	<p>Head teacher</p> <p>English Lead</p> <p>Head teacher</p> <p>Literacy Lead</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Children make progress from their starting points.</p>

	<p>development milestones, and mirrors advice often given by OT.</p> <p>A range of high-quality books in classrooms and the library reflect diversity and disabilities – these resources strengthen our inclusive ethos.</p> <p>Some children:</p> <p>Staff follow advice and training when communicating with those with hearing/vision difficulties in line with advice from Hearing/vision Support</p> <p>Guidance from specialists such as EPs and Outreach taken into account when planning for pupils learning experiences.</p> <p>Regular monitoring focuses on SEND provision.</p> <p>Staff attend CPD to ensure up to date knowledge of supporting children with particular needs.</p> <p>Targets set effectively through IEPs and linked to EHCPs where needed.</p> <p>Worksheets/templates/tasks are enlarged or adapted as necessary</p> <p>Children with SEN are represented on school council.</p> <p>Children with SEN are supported to access all after school clubs</p>	<p>To ensure all children see themselves represented in the literature used in school</p> <p>To ensure all staff are knowledgeable about communicating through Aided Language boards, AAC and displays using widget symbols for SEN/EAL children.</p> <p>To ensure all Resource Base staff are knowledgeable about communicating through Sign-a-long</p> <p>To ensure all staff access high quality SEN/EAL CPD as appropriate</p> <p>To ensure all SEND children are able to make progress in line with their personalised targets.</p> <p>To ensure all SEND children are fully involved in all aspects of school life and contribute.</p>	<p>Relevant staff to receive support in Sign-a-long/ Aided Language displays (external providers/ NHS SALT)</p>		<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Children are able to communicate their needs using AAC</p> <p>Children with EHCPs or specific learning needs will be noted on planning Evidence in children’s books</p> <p>More SEN children attend clubs. Any child wanting to attend is supported to do so.</p>
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	<p>EAL interventions/strategies for those new to English to enable them to access the curriculum as soon as they can</p> <p>Children in SEND Resource Bases all have a personalised curriculum linked to Cherry Tree Branches assessment</p>	<p>To ensure all EAL children are able to access the curriculum</p> <p>To ensure all base SEND children are able to make progress in line with their personalised targets.</p>	<p>Staff trained in Bell assessments</p> <p>Regular monitoring of children on the SEND register</p>		<p>On-going</p>	<p>Staff in reception/ Bespoke Provision use singalong when supporting children on the SEND register when needed</p>
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Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Aim	Current good practice <small>Include established practice and practice under development</small>	Objectives <small>State short, medium and long-term objectives</small>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To maintain and improve access to the physical environment.	<p>The environment is adapted to the needs of pupils as required.</p> <p>SENCO liaises with specialist support services to ensure all reasonable adjustments recommended are made.</p>	To ensure that there are quieter calm spaces for alternative lunchtimes e.g. library, year 1 outside area.	Implement any given advice about painting/markings key areas such as door frames and steps in Reception	Site manager	On going	Reception Base and garden will be accessible. Play equipment and sports equipment will enable children

	<p>Acoustic modification has been carried out in the hall, library and all classrooms.</p> <p>Main corridors are wide and kept clear to allow for wheelchair access.</p> <p>Accessible toilets are located by the Entrance hall, by the main hall and by the Year 2 block.</p> <p>School grounds are predominantly flat.</p> <p>Access points to school site are low.</p> <p>Risk assessment by the fire service every 3 years with school review annually as part of compliance testing</p> <p>Classroom risk assessments completed and reviewed annually</p> <p>Comprehensive evacuation plan in case of fire</p> <p>PEEPs written and regularly reviewed for those children/ adults who need them</p>	<p>Ensure all children and adults in the community feel welcomed and included.</p> <p>For pupils with vision impairment to have supportive access to the school building and grounds</p> <p>Ensure pupils with physical needs can access toilets effectively.</p> <p>Increase and improve offer of outside play equipment for children with SEND.</p>	<p>Base and learning garden</p>	<p>Site manager</p> <p>Site manager and HT</p> <p>Site manager</p> <p>Site manager/SENCo</p>		<p>with SEND needs to access them</p>
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Aim 3: Improve the accessibility of communication to pupils, staff, parents/carers and other members of the school community

Aim	Current good practice <small>Include established practice and practice under development</small>	Objectives <small>State short, medium and long-term objectives</small>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve the delivery of information to pupils with a disability.</p>	<p>There are clear internal signs located throughout the school.</p> <p>Use of visual symbols on signage (to support written text) where appropriate e.g. fire escape routes.</p> <p>20 logins for Widgit online used for staff to create visuals and to support children with communication difficulties.</p> <p>Aided Language displays used across the school</p> <p>SALT assessments in first language arranged for children who do not have English as a first/ main language.</p>	<p>Continue to develop support for parents with pupils with disability or parents with disability.</p> <p>To improve signage around school including visual clues to aid visually impaired and EAL.</p> <p>Ensure good knowledge and relationships with parents/carers to ensure parents needs are catered for e.g. visual impairment, hearing, EAL, etc</p>	<p>Replacement of signs take account of appropriate colour scheme/size.</p>	<p>Inclusion leader</p> <p>Site Manager</p>	<p>On going</p>	<p>The school signage and layout make it easy for children and visitors to find their way around</p>
<p>Access to information for parents for whom English is not their first language</p>	<p>Newsletters and information in different languages – on request.</p> <p>Interpreters booked for meetings e.g. EHCP annual reviews</p>					

<p>Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education</p>	<p>Sign language interpreters booked for meetings e.g. EHCP annual reviews</p> <p>Disabled parents are not discriminated against either indirectly or directly and encouraged be involved in their child's education</p>		<p>Review the need annually. Provide training, access or signposting to training.</p> <p>Liaise with outside agencies.</p> <p>Establish good relationships and communication with parents and offer support/ adapted resources/letters etc where needed.</p>	<p>Inclusion leader</p> <p>Class teacher</p> <p>Site manager</p>		<p>Access and inclusion for all.</p> <p>Signs for all rooms. Signage in school relevant and up to date.</p> <p>Written and verbal communication is appropriate for a variety of needs</p>
<p>Volunteers with a disability able to access the school as appropriate to their role.</p>	<p>Volunteers are not discriminated against either indirectly or directly and encouraged be involved in the community.</p>					

Accessibility audit Dec 2025

Feature	Description	Actions to be taken	Person responsible	Dates to be completed by
Number of storeys	Single storey building	There is a hand railing attached to the wall to support the sloped corridor. There are a number of other routes around the school to access all areas.	Site manager	Ongoing
Corridor access	All corridors are wide enough for wheelchair access.	Corridors to be clear at all times and free from obstructions. This is regularly monitored by all staff.	Site manager All staff	Ongoing
Parking bays	There is 1 parking bay outside school for disabled use.	Monitored by school SLT and admin staff for the proper usage.	Site manager	Ongoing
Entrances	Most entrances and exits have low level access. Year 2 outside doors have two steps spaced apart.	Consider accessible access for any Year 2 children/adults with disabilities.	Site manager All staff	Ongoing
Toilets	There is an accessible toilet by the main reception one by the main hall and one in the year 2 block. Three further adults toilets	Regularly cleaned and checked	Site manager	Ongoing
Reception area	Automatic doors to enter and a low level access.	Continued maintenance of front doors.	Site manager	Ongoing

Internal signage	Fire exits are signed	Continue to improve signage throughout school, inside and out to meet the needs of cohorts in school. Continue to ensure signage is relevant and up to date. Continue to check quality of signage.	Site manager Inclusion Leader	Ongoing
Emergency escape routes	Signposted.	<p>To be clear at all times.</p> <p>To be regularly checked to ensure easy access.</p> <p>All staff to be aware of closest emergency exit where they are working.</p> <p>Regular fire drills to ensure all staff and pupils know what they are doing in an event of an emergency.</p>	Site manager Health and Safety governor	Ongoing

