



Elmsleigh  
INFANT & NURSERY SCHOOL

Grow to be the best we can be

# Accessibility Plan

Written: March 2026

To be reviewed: March 2029

Policy Owner: Mrs Nicola Price (Executive Headteacher)

Ratified by: Full Governing Body March 2026



## 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our 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.

These aims link to our school values which are:

- Respect
- Responsibility
- Compassion
- Resilience
- Ambition
- Community

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. These partners include Derby County Sports partnership, Widgit, Burton & South Derbyshire College and Derbyshire County Council, Children's Choice and Conscious Therapies.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, governors, Lead for Health & Safety and Site Supervisor.

## Legislation & 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## Action Plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We already use resources tailored to the needs of pupils who require support to access the curriculum, this could be extended through a wider use of technology to improve pupils communication.</p> <p>Curriculum resources are adapted to support pupils with physical disabilities where needed, such as writing slopes, white boards, pencil grips and adapted scissors.</p>	<p>We will ensure that all pupils with a physical disability will have the same access to the school curriculum including PE as the other children through the increase use of adapted equipment.</p> <p>We will ensure that all pupils are bought appropriate seats and standing equipment to use in school, these will be OT approved. Pupils with sensory needs will have access to wobble cushions, rocking seats.</p> <p>Items will continue to be bought to ensure all pupils</p>	<p>To buy adapted equipment, including writing frames, pencil grips, adapted bikes, adapted cutlery/cups, seating equipment and adjustable iPad holders</p> <p>To purchase more sensory equipment's such as rocking chairs to support behaviour for learning</p>	NP/JB	Annually every July as new intake arrives	Items bought and access at an optimum. All items continually replenished. Equipment needed bought for all new children on roll.

	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>have equal access to all areas of the curriculum.</p>				
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes maintaining:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Accessible toilets</li> <li>• Changing facilities</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Hand rails</li> <li>• Intervention rooms</li> <li>• Sensory breakout rooms</li> </ul>	<p>We will ensure that all classes following an EYFS curriculum have a dedicated sheltered outdoor learning area, for all EYFS classes as well as adapted classes.</p>	<p>Ensure plans are made for all areas to have a sheltered outdoor area.</p> <p>To improve the adapted classrooms to ensure that they fit their purpose and have a range of features that will support the classrooms such as dedicated toilets and changing spaces and bi fold doors</p>	<p>NP/CJ/JB</p>	<p>July 2028</p>	<p>Items bought and access at an optimum</p>
<p>Improve the delivery of information to all stakeholders</p>	<p>Our school already uses a range of communication methods to ensure information is accessible. This includes:</p>	<p>Pupils to independently share their views, feelings, or choices using the Mind Of My Own (MOMO) platform at</p>	<p>Ensure SENCO goes on training</p>	<p>JB</p>	<p>December 2026</p>	<p>Ensure the app is accessible to all and used.</p>

<p>across schools making it accessible for all</p>	<ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction evenings</li> <li>• Fire alarms have flashing lights</li> <li>• Home school diaries</li> <li>• Communication boards both during class and in the wider environment</li> <li>• Pictorial or symbolic representations</li> </ul> <p>Pupil voice happens through adapted questions linked to symbols.</p>	<p>least once per week, with staff support reduced over time, as evidenced by platform usage logs and contributions to reviews.</p>	<p>Ensure that pupils have targeted support initially to be able to follow this system reducing support over time.</p>			
<p>Improve the wrap around care for children ensuring that all children (regardless of disability) have the opportunity to access a holiday club and longer school days (where needed), whilst</p>	<p>Our school currently offers a breakfast club from 8.15am and an after school club provision until 4.15pm.</p>	<p>Due to parental and carer feedback we would like to increase the breakfast club to an 8am start and extend the provision until 6pm at night, including some focused clubs such as scouts, swimming lessons and martial Arts.</p>	<p>Begin to make links with other providers to support the school with this vision. Begin to increase to one longer day and a couple of days holiday club (in each holiday) to assess impact.</p>	<p>JB</p>	<p>December 2027</p>	<p>An after school provision from 8-6pm and in some holidays.</p>

developing the quality of clubs on offer to all, extending the rich curriculum offer.						
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## 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 Health and Safety Link Governor

## Links with other Policies

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

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