



Killamarsh Infant and Nursery School

Accessibility Plan

3-year period covered by the plan: April 2026 to April 2029

Plan agreed: 24th June 2026

Date for Plan Review: April 2029

Signed on behalf of staff: _____

Signed on behalf of Governing Body: _____

Introduction

The Equality Act 2010, provides legislation stating all types of discrimination are unlawful. However, discrimination for those with a disability will differ and pupils may need to be treated more favourably and reasonable adjustments may be made.

Defining Disability

The definition of disability in the Disability Discrimination Act 1995 states: 'a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities.'

At Killamarsh Infant and Nursery School, this includes those with:

- *Ambulatory disabilities* – this includes pupils who use a wheelchair or mobility aid.
- *Dexterity disabilities* - this includes those whose everyday manual handling of objects and fixtures maybe impaired.
- *Visual disabilities* – this includes those with visual impairments and disabilities.
- *Auditory disabilities* – this includes those with hearing impairments and sensitivities.
- *Comprehension* – this includes hidden disabilities such as autism and dyslexia.

Aims of the Accessibility Plan

This plan outlines how Killamarsh Infant and Nursery School aims to increase access to education for pupils with disabilities, as stated in The Equality Act 2010. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Killamarsh Infant and Nursery School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- **Increase access to the curriculum** - To increase the extent to which pupils with disabilities can participate in the curriculum, identifying barriers to participation and in finding practical solutions. 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.
- **Improve access to the physical environment** - To make reasonable adjustments for pupils with disabilities, so they can take better advantage of education, benefits, facilities and associated services. This covers improvements to the physical environment of the school and physical aids to access education.
- **Improve access to information** - To improve the availability of accessible information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Through our vision, at Killamarsh Infant and Nursery School, we offer a broad, balanced and enriched curriculum that inspires and enthuses children. This will ensure that pupils with additional needs have access to high quality teaching and resources which are stimulating and appropriate.

At Killamarsh Infant and Nursery School, we nurture a culture of positivity, promoting equality of opportunity and positive attitudes towards children, young people and adults with disabilities.

We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This will be done in consultation with:

- Pupils' parents
- The headteacher and relevant members of staff
- Governors
- External partners

We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability.

Setting priorities

The priorities for the Accessibility action plan will be set in the light of:

- an examination of the information that the school has gathered
- the messages that the school has heard from the disabled pupils, staff and parents
- a review of current curriculum and its inclusivity

Making it happen

Implementation

The scheme will be supported by detailed action plans and incorporated into the School Development Plan, with oversight of the governing body so that progress can be checked. We will evaluate the effectiveness of our scheme.

Publication

We will provide a copy for anyone asking for it in a range of formats, subject to suitable notice being given.

Improving the Curriculum Access

Target	Strategy	Who?	Timeframe	Resources	Budget	Outcome	Monitoring Staff
Teaching and learning across the curriculum reflect equal opportunities for all pupils with physical disabilities.	Planning and teaching includes opportunities to ensure that the diversity of society is represented.	SENCO Subject Leaders	December 2026	SENCO / Subject Leader Release time	£250	Pupils have an understanding of physical diversity and neurodiversity and are respectful.	SENCO Governor HT
Personalised plans are in place for any children with additional needs to ensure appropriate measures are taken in addition to quality first teaching.	SENCO/Class Teacher to discuss the individual needs of pupils in line with their own IEP/One Page Profile / Risk Assessment / Escalation Curve IEPs SMART targets are used. Appropriate measures taken ensure their needs are fully met. IEPs are shared with parents and pupils.	SENCO Class Teachers	Need for support and adapted curriculum assessed on entry. Subsequently three times yearly and ongoing	SENCO Release time	N/A	Progress can be identified towards the needs of the individual children in line with the Graduated Response. IEP targets are SMART and in line with the Graduated Responses The child is central to the process and all stakeholders have input into the process.	SEN Governor HT

	Use specialist communication strategies/technology						
Analysis of practice and organisation relating to how children with additional needs are accessing the curriculum; taking into account the graduated approach.	Lesson observation Book Scrutiny Pupil progress meetings Meetings with pupils and parents Analysis of assessment data and action taken to enhance provision and raise standards Teaching plans include opportunities for all children to take part and achieve	SENCO HT All staff	Termly meetings	Pupil Progress meetings SENCO release time	N/A	Gaps in provision being offered is quickly identified. Gaps in attainment are identified and a plan of action agreed with the class teacher Examples of good practice shared with staff.	
Increased provision for children who have identified spelling and reading difficulties.	Implementation of NESSY for all identified children. TA's to screen identified pupils for risk of Dyslexia	SENCO Class Teacher TAs	Ongoing Updated termly	Intervention sessions timetabled into classes	£540	Gaps in reading and spelling to be reduced. Pupils to receive a targeted programme of intervention	SENCO

	Personalised intervention to be implemented to identified children.						
Increased provision for pupils who have identified language and literacy difficulties.	Teacher and TA in EYFS trained in Nuffield Early Language Intervention (NELI)	EYFS Teacher TA	Ongoing	EYFS TA to receive training Release time for delivery	£250 £70 weekly - ongoing	Early identification of need will allow for greater impact in oracy Targeted intervention that allows for robust evaluation of impact.	EYFS Lead HT SENCO
Ensuring children who are visually / hearing impaired can fully access the curriculum.	Use of enlarged print / slope boards / aids etc Liaison with the Visual / Hearing Impairment Service	SENCO All staff	Ongoing	SENCO Release time	£00.00	Review meetings with the Visual / Hearing Impairment Team ensures that appropriate support is in place for particular children.	HT SENCO SEN Link Governor
Ensure that teachers and Teaching Assistants have the necessary training to teach and support pupils with SEN.	Seek appropriate training opportunities Refresher training High quality teaching monitored to support need of SEND Bespoke training	SENCO HT	Ongoing	Teaching Assistant Release time Training Courses	£1000 £800	All staff will be appropriately trained and aware.	HT SENCO SEN Link Governor

	offered to staff Interventions to be continually developed. Access support from services Audit of need across school Assessments purchased to support with building a portfolio of evidence of individual children.						
All out-of-school activities are planned to ensure the possible participation of all pupils.	Check all provision to ensure compliance with legislation that will allow pupils to take part. All visits planned in advance.	SENCO Teachers Providers	Ongoing	Teachers planning time	£300	All pupils will be able to access all planned visits.	HT SENCO SEN Link Governor

Improving the Physical Access

Target	Strategy	Who?	Timeframe	Resources	Budget	Outcome	Monitoring Staff
Ensure classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils.	Routinely check all access routes around school are clear. Classrooms have the right technology to ensure that all children can learn.	SENCO HT	Ongoing / when necessary	Equipment as required	£00.00	Adjustments have been made to accommodate the needs of individuals.	SENCO HT
Improve the paths and walls to ensure removal of hazards and visibility of edges.	Plan and implement the upgrade of all outdoor areas requiring upgrade identified by health and safety audit.	HT	By September 28	Upgrades as required	£3,000	Wheelchair users / individuals with mobility issues / visually impaired are able to access all areas of the school site. The site is tidy and organised to avoid trip hazards and accidents.	HT H+S Governor
Agreed closer parking for easier access for all individuals requiring disabled parking.	Provide disabled parking passes located close to access to the playground / building.	All staff	Ongoing	As required	£00.00	Disabled parking is available to all required.	HT H+S Governor

Ensure all disabled pupils and staff can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils and staff with difficulties. Develop a system to ensure all staff are aware of their responsibilities	HT	Ongoing	As required	£100	PEEPs in place for teacher & physically disabled pupils	Headteacher r Governors Caretaker
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Improving the Delivery of Written Information							
Target	Strategy	Who?	Timeframe	Resources	Budget	Outcome	Monitoring Staff
All documentation on website can be accessed by parents.	Upgrade of website accessibility. Review formats publicised on school website in order to ensure accessibility for parents.	HT Teachers Office staff	Ongoing	Varying print formats	£2,500	The website is a useful tool of easily accessible information. Main information can be accessed in different languages.	HT Office Staff
Availability of written material in	Ask the needs of all staff, pupils,	HT Teachers	Ongoing	Varying print formats	£100.00	All parents receive information in a form that	HT Office Staff

alternative formats	parents/carers when joining school. Provide information and letters in clear print, colours and language. School staff to support and help parents' access information and complete school forms as required.	Office staff				they can clearly access.	
Provide information in other languages / formats for pupils of prospective pupils if requested.	Use IT services available to convert written information into alternative formats and different languages.	HT Teachers Office staff	Ongoing	Varying print formats	£00.00	All pupils receive information in a form that they can clearly access.	HT Office Staff
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Get advice from the dyslexia foundation on alternative formats and use of IT software to produce customized materials.	HT Teachers Office staff	Ongoing	Training Software	£200.00	School is more effective in meeting the needs of pupils. Delivery of school information to pupils & parents with visual reading difficulties has improved.	HT Office Staff

	Arrange training courses.						
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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 Governing Body.

Date for review: April 2029