Alderton Infant School & Nursery
Accessibility Plan
2026 – 2029

Approved by:	Governors	**Date:**	September 2026
Last reviewed on:	November 2026		
Next review due by:	November 2029		

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

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.

Our vision is:

The Alderton vision is to deliver a first-class education with opportunities for all learners.

We aim to broaden horizons by delivering:

- High quality teaching and learning
- A rich, broad and stimulating curriculum that opens minds, motivates, challenges and excites life-long learners
- A nurturing environment that develops the whole child, working in partnership with families and others, so that each individual is secure and well prepared for life
- A community promotes perseverance, aspiration, curiosity, independence, engagement and resilience
- A collaborative ethos which is forward thinking and outward looking.

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. This includes working with:

- The Family and Children's Support Services (including Family Support Workers)
- School Nurse
- SEN Support Services e.g. Occupational Therapy, Speech and Language Therapy
- Our Inclusion Partner
- Educational Psychology Service

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 and governors of the school.

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.

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

3. Action plan

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

Aim	Current good practice	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 pupils, and a personalised curriculum where necessary We use resources and equipment tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Pupil Progress meetings are effective in identifying areas for support. Targets are set effectively and are appropriate for pupils with additional needs.	Curriculum resources include examples of people with disabilities Continue to develop the effectiveness of the implementation of the Essex Ordinarily Available Inclusive Teaching Universal framework and Targeted support framework Support pupils with a hearing impairment to	Implementation of the No Outsiders initiative focused on inclusive education and community cohesion, empowering children for a diverse future Teacher audit of the Ordinarily Available framework and targeted CPD based on the outcomes Regular in-house One Plan reviews and SEND focus staff meetings	Overseen by Headteacher and SENDco All subject leaders	Ongoing No Outsiders assemblies on a rota Dec 2026 CPD - Ongoing Ongoing	Increased pupil awareness of diversity and difference in the community and the protected characteristics Books and resources reflect a range of disabilities and neurodiversity Learning walks and pupils' books reflect effective implementation of adaptive teaching Teachers are confident with the

	The curriculum is reviewed to ensure it meets the needs of all pupils. School staff undertake CPD where necessary to understand how to support children with specific needs.	access the school curriculum	Initial meeting with the Hearing Impaired team Implement advice from the Hearing Impaired specialist team based on individual pupil needs	Sep 2026 Ongoing		strategies in the OA universal framework Targeted CPD improves teacher knowledge of the targeted OA framework Pupils with a hearing impairment can fully access the school curriculum
Improve and maintain access to the physical environment	There is a wide corridor in most places and adaptations have been made in order to allow access where possible. These include: ● Ramps ● Accessible toilets and changing facilities Pupils are not required to navigate stairs in the school building	To create an accessible pupil entrance and exit to the playground from the dining hall	EFSPT Trust Central team and Site manager to co-ordinate a plan	EFSPT Central Team, Headteacher, SENDco and Facilities Manager	Timeline to match up with completion of other entrance plans	School environment is fully accessible and easily navigated by all pupils

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: ● Large print resources ● Concrete, pictorial or symbolic representations ● Working partnerships with external professionals including SALT therapy	Ensure delivery of information is fully adapted for pupils with a hearing impairment Embed the use of Makaton into everyday practice to support pupils to process verbal information	Ongoing advice from the Hearing Impairment specialist teacher CPD for staff on adapting the delivery of information for pupils with a hearing impairment Makaton CPD for school staff Peer observations of good practice at Oakview Specialist School	SENDco and class teacher Head of Digital, SENDco SENDco LSAs supporting high needs children initially	Ongoing Ongoing Ongoing	Pupils can, as independently as possible, access all learning successfully Verbal information is better understood by all pupils

4. 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.

5. Links with other policies

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

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