

Accessibility plan



Consett Infant School

Approved by: Governing Body

Date: November 2026

Last reviewed on: 3/9/26

Next review due by: September 2029

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	4
4. Monitoring arrangements	8
5. Links with other policies	8
Appendix 1: Accessibility audit	9

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.

Consett Infant School acknowledges that every child is unique and both the ethos and culture of the school will be such that everyone is equally valued and that every pupil with SEN and (or) disabilities receives an education that allows them to achieve their full potential.

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.

We have included a range of stakeholders in the development of this accessibility plan, including 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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. Our staff have sufficient knowledge of the range of SEN children may present with and how to support these through a regular programme of training. Our SENDCO and Sunbeam staff have sufficient expertise to support teachers across school. We have a specialist SEND provision called the Sunbeam Room. This is a dedicated space designed to provide tailored education and support for children with various learning disabilities, developmental delays, and other special needs. This room aims to create an inclusive environment where every child has access to a high-quality education that accommodates their unique learning needs. These children may have conditions such as	Ensure DAF funding is use effectively to support the needs of SEN children. Staff training accessed	Support parents with application for DAF funding Work with parents and staff to ensure funding is used to meet specific needs of child. Analyse impact of funding on outcomes and well-being of child Organise training for staff from LA ASD team	Julia Graham Stacey Askwith Ali Richardson Stacey Askwith Julia Graham	December 2026 for funding application July 2027 for analysis of impact Ongoing through year	Resources purchased through DAF funding ensure that SEN children access the full curriculum and they make at least expected progress from their starting points. Staff have more understanding and skills when meeting the needs of neurologically diverse children

	autism, learning disabilities, physical disabilities, or emotional and behavioural challenges. The Sunbeam Room has a team of staff who work closely with the children to provide individualised teaching and support. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Ensure the physical environment is accessible to all children and meets their sensory needs	Continue to develop a bespoke outdoor environment to meet the needs of the more complex SEND children	Julia Graham Stacey Askwith Ali Richardson	December 2026 for area development July 2027 for analysis of impact	The outdoor physical environment is accessible to all and can be navigated without difficulty The physical needs of the most complex SEND children are met and any adaptations/additions to environment made

	- Specialist equipment such as iPad apps, adjustable chairs, rollators etc - A bespoke Sensory Room. In addition to the Sunbeam Room, we also have a stimulation sensory room. This is a specially designed space that provides a calming and stimulating environment which can be used to help children with sensory processing challenges. The purpose of our sensory room is to help children to self-regulate, reduce stress, and improve focus or relaxation. This room includes a variety of sensory elements such as soft lighting, soothing sounds, textured surfaces, and objects that engage touch, sight, and sound.					Children with mobility difficulties access the full curriculum and they make at least expected progress from their starting points.
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	Ensure a wide range of communication aids are used with SEND children to meet their specific needs and learning styles	Consult with a range of professionals to assess which method of communication suits each child e.g. ASD, COG, EWE teams Include these strategies	Julia Graham All SEN staff	Ongoing	Information is accessible to all children and communication is adapted by staff to meet their specific needs.

	• Braille • Pictorial or symbolic representations • Makaton		in SEN SPs and evaluate impact on a half termly basis to check quality and effectiveness			Children with communication difficulties access the full curriculum and they make at least expected progress from their starting points.
--	---	--	--	--	--	--

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 body.

5. 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	NA		
Corridor access	Mainly clear	To be reviewed according to needs of children and mobility needs where appropriate	Julia Graham	Ongoing
Lifts	None	NA		
Parking bays	One			
Entrances	Clear and disabled access available throughout building	NA		
Ramps	Ramps available to both buildings	NA		
Toilets	Disabled toilet available for adults and children	NA		
Reception area	Reception area accessible	NA		

Internal signage	All in place			
Emergency escape routes	Escape routes in two points and both accessible via ramps.	NA		