



West Byfleet Infant School  
*We Belong, Inspire, Succeed*

# ACCESSIBILITY PLAN

Our school vision is 'We Belong, Inspire, Succeed'. This reminds us daily that children need to feel safe and secure within the school community, have opportunities to inspire their interests and an enthusiasm for learning, as well as achieving success at all levels.

West Byfleet Infant School is committed to providing an appropriate and high quality education to all our children. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

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.

Member of staff responsible	Headteacher
Date Policy Produced	Autumn 2019
Policy agreed/last reviewed	Summer 2025
Next review date	Summer 2028
Other Related Policies	Behaviour Policy, Inclusion Policy, Health and Safety Policy, Learning and Teaching Policy
Is it a Statutory Policy?	Yes
Does it need Governor approval?	Yes

## 1. Aims

At West Byfleet Infant School:

- We include and value everyone
- We have high expectations
- We learn through an inspiring curriculum
- We foster a love for lifelong learning
- We celebrate success

We achieve our aims in a nurturing community, through a strong foundation of values and developing positive attitudes to learning and behaviour.

West Byfleet Infant School is committed to providing an appropriate and high quality education to all our children. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

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 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 works alongside outside agencies and available partnerships to develop and implement the plan.

## 2. Legislation and guidance

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

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.

### 3. 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>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>West Byfleet Infant School offers a stimulating and creative curriculum for children of all abilities.</p> <p>A wide selection of resources (including staff) and strategies are used which can be tailored to the needs of children who require support to access the curriculum and take an active part in school life.</p> <p>Each term, class teachers monitor and analyse progress of all children including groups, reporting findings and subsequent actions to SLT.</p>	<p>All staff are trained, feel confident and are supported with issues linked to accessibility and inclusivity in the school context.</p> <p>All children are happy and feel safe in school, emotionally ready to learn.</p> <p>All children (including those with additional needs) make expected or better progress.</p> <p>Governors are aware of the additional needs of</p>	<p>Annual audit of training required for staff.</p> <p>Staff kept informed of individual needs as appropriate through CPOMs.</p> <p>Positive classroom environments that use OAP guidance to support inclusivity.</p> <p>ELSA support to be available every morning to enable 'soft starts' and 'nurture' approaches to be adopted.</p>	<p>SBM / Class Teachers/ Deputy Head for Inclusion</p> <p>SLT, class teachers</p> <p>Class teacher, Deputy Head for Inclusion, Pastoral Family</p>	<p>Autumn Term - annually</p> <p>Termly – Sept, Jan, Apr</p>	<p>Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.</p> <p>Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.</p>

	<p>Targets are set effectively and are appropriate for children with additional needs.</p> <p>There are a range of adapted and adjusted resources to support pupil needs.</p> <p>Where necessary, staff draw on information from outside agencies and apply good practice or advised strategies.</p> <p>Each term, parents are informed and can discuss children's progress and provision arrangements.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>children attending West Byfleet Infant School.</p> <p>Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer on scholar pack and in teachers class folders. Meet with parents of children whose care plans/documentation needs updating</p>	<p>Develop and maintain strong home- school links each year with the support of Pastoral Family Worker.</p> <p>Strategies put in place termly to enable expected progress and accessibility to curriculum.</p> <p>SEND governors to raise awareness with wider governing body.</p> <p>Adjusted materials for specific pupils - font &amp; size of text, image quality, widigt</p> <p>Deputy Head for Inclusion to ensure Quality of Education is monitored and evaluated</p>	<p>Support Worker, STIPS</p> <p>Class teachers, Deputy Head for Inclusion, subject leads</p> <p>Deputy Head for Inclusion</p> <p>SEND governors</p>		<p>SEN and Medical needs will be up-to date. Teachers and TAs will be aware of the needs of children in their class.</p> <p>Increased engagement of parents</p>
<p>All out-of-school activities are planned to ensure the participation of</p>	<p>Outside coaches and school staff assess suitability of site through pre-visit check and complete planning checklist and risk</p>	<p>All pupils have access and opportunity to participate in out-of-school activities in line</p>	<p>Pre-visit checks completed and</p>	<p>Class teachers Head Teacher</p>	<p>Ongoing</p>	<p>All SEND are able to access all trips during their time at WBIS.</p>

<p>and access for all pupils.</p>	<p>assessments to ensure all individual needs can be met as much as possible.</p> <p>Sufficient adult ratios are always met, often with an extra adult.</p> <p>Reasonable adjustments are made to accommodate pupils identified as having difficulties accessing activity safely and fully such as 1:1 support.</p> <p>New provider appointed for Sports Clubs and Holiday clubs to work with parents/carers to develop a wider offer of activities to all pupils, some of which will prioritise Pupil Premium children (2025)</p>	<p>with the Educational Visit policy.</p> <p>WBIS offers enrichment during lunchtime provision so 'active play' becomes embedded through physical activity.</p> <p>Development of OAA area to support collaboration, team work and risk taking skills.</p>	<p>planning checklist submitted</p> <p>Risk assessment (school and survey completed)</p> <p>Staff identify where additional needs may require extra support and discuss with HT/ Assistant Head for Inclusion.</p> <p>Lunch time and after school clubs run by new provider prioritising Pupil Premium children.</p> <p>CPD delivered by REAL PE to support staff and SLT focusing on lunchtime engagement and play opportunities.</p>	<p>Class teachers</p> <p>Assistant Head for Inclusion</p> <p>Head Teacher</p>		<p>Increased access of SEND children at Lunchtime and After School clubs - extended successfully and happily with the correct support if required.</p>
<p>Improve and maintain access to the physical environment</p>	<p>West Byfleet Infant School is on two levels (all classrooms on ground level) and therefore can be accessed by all pupils.</p>	<p>Maintain a safe and accessible environment for all children.</p> <p>Complete all changes to the building and site with accessibility in</p>	<p>Consider access for pupils in Reception classes and Year 1 classes as steps are in place to reach outdoor areas.</p>	<p>SBM</p> <p>Site manager</p>	<p>Ongoing maintenance</p> <p>When needed</p>	<p>Children feel safe in school – evidence in survey results from children.</p>

	<p>Parent meetings can be held on ground floor offices to ensure accessibility is available for all.</p> <p>The environment is adapted to the needs of children as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps (on some entrances and exits)</li> <li>• Corridor width</li> <li>• Disabled parking bay</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul> <p>All children are safe and secure on site by supporting site development targets.</p>	<p>mind and maintain site security.</p> <p>Ensure all children feel safe and involved at playtimes.</p> <p>Maintain safe access round the interior and exterior of the school.</p> <p>To make effective use of the The Den and The Nest.</p>	<p>Move 1 x classroom into main building to support 'belonging' and enable staff and children to be within comms of others.</p> <p>Ensure outside agencies working on site comply with accessibility needs and arrangements</p> <p>Monitor sound levels in dining room/ hall and ensure suitable soundproofing added as necessary.</p> <p>Children to use The Den to support regulation needs.</p> <p>Children to use The Nest to access at start of day to support 'soft start' and nurture approach.</p>			<p>There is safe access throughout the school.</p> <p>Children will know where they can go to regulate themselves.</p> <p>Children will be calmer and able to have calming breaks at appropriate intervals.</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<p>West Byfleet Infant School uses, where required or advised, a range of communication methods to ensure information is accessible.</p> <p>Teaching and support staff are aware of difficulties and reinforce information verbally/ through symbols as required.</p>	<p>All pupils and families have access to information as needed.</p> <p>Ensure written materials are available in alternative formats.</p> <p>Review documentation on website to check accessibility for parents</p>	<p>Staff to work with Deputy Head for Inclusion/ outside agencies as need arises.</p> <p>New website to be launched to community to abide by accessibility drivers.</p> <p>Widgit used as whole school approach to support all learners with communication.</p> <p>Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.</p> <p>Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available.</p>	<p>Class teachers Assistant Head for Inclusion</p>	<p>When needed</p>	<p>All parents will be able to be aware of what is happening at school via the website.</p> <p>All school staff aware of disabilities of children in their classes.</p> <p>Parents are able to access all information.</p>
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