



ACCESSIBILITY PLAN

2025-2028

Written September 2025

Review every 3 years

Introduction

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

Definition

According to the Equality Act 2010 a person has a disability if:

- He or she have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan will be reviewed every three years and approved by the Governing Body, it will be monitored annually.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum (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.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. (This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils). Examples might include hand-outs, timetables, textbooks and information about school events. The information should take account of the pupils’ disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Calmore Infant School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with pupils with a disability, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage. This allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes towards those with a disability in the school and in planning to increase access to education for all pupils with a disability. As part of the schools continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The school is a one-story building which has accessible facilities and toilets. Wheelchair access is available into the building. There is disabled parking on site. All areas of the school grounds are accessible to wheelchair users, although an area near the field may give restricted access unless accompanied by an adult. At present we have no wheelchair dependent pupils but we have some parents with mobility impairments.

The Current range of Disabilities within Calmore Infant School

The school has children with a range of disabilities which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professional for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms.

- We currently support three children with Down syndrome. Down syndrome is a genetic condition caused by the presence of an extra copy of chromosome 21, which can lead to a range of physical characteristics, developmental delays, and learning needs. Each of our children with Down syndrome has their own unique strengths and areas requiring support. To ensure we meet their individual needs effectively, we work closely with the Portsmouth Down Syndrome Association. Their specialist guidance informs our approaches to both teaching and wider wellbeing, enabling us to provide tailored, inclusive support that promotes each child's development and engagement in school life.
- We have several children with various allergies, including one child who requires the use of an EpiPen in the event of a severe allergic reaction. All staff members have received EpiPen training to ensure they are fully prepared to respond in an emergency. The EpiPen remains with the child at all times while they are moving around the school, under the supervision of an adult. For added safety, the child has a designated seat at lunchtime, positioned away from any food items that may trigger an allergic reaction. All children with allergies have individualised menus tailored to their dietary needs. Additionally, they wear an orange wristband during lunch to ensure kitchen staff and supervisors can easily identify them and provide appropriate support.

We have competent First Aiders who hold current First Aid certificates including the majority of LSAs, lunchtime staff, office staff and teachers who have a paediatric.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are completed by parents, outlining the amount and time of the medication. All medication administered is recorded and all medication held on site is recorded.

CALMORE INFANT SCHOOL ACCESSIBILITY PLAN 2025-28

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the Accessibility Plan becomes an annual agenda item at governor Meetings	Clerk to Governors at add to list for governor meetings	Adherence to legislation	Annually	
To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues	On-going	
To ensure all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation.	On-going	
Physical Environment				
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Create access plans for individuals when required	Modifications will be made to the school building to improve access as necessary.	Ongoing	
Curriculum				
To continue to train support staff to enable them to meet the needs of children with a range of SEN	SEND/CO/ HT to review the needs of children and provide training for LSA's as needed.	LSA's are able to enable all children to access the curriculum	On-going	
To ensure that all children are able to access all Out of School activities e.g. clubs and trips etc.	Review Out of School provision to ensure compliance with legislation.	All providers of Out of School education will comply with legislation to ensure that the needs of the children are met.	On-going	

To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed e.g. carels, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo/ HT	
To meet the needs of individuals during end of KS1 tests	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc. will be used as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	
Increase staff confidence in dealing with children with attachment issues	Ensure regular training on being an attachment aware school	Raised staff confidence in strategies for differentiation and increased pupil participation	As needed	
Written/Other Information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, to access parent's evenings.	Staff to hold parents' evenings by phone or send home written information as required.	Parents are informed of children's progress	termly	