

Polesden Lacey Infant School Accessibility Plan

Written October 2024

To be reviewed October 2025

1. Increasing the extent to which all pupils can participate in the school curriculum

Target	Action	Resources	When	Who	Outcomes
A1 maintain range of learning resources that are accessible for pupils with different needs	<ul style="list-style-type: none"> Assess current need Respond to current need 	Time Finance according to assessed need	ongoing	HT Teachers SENCo	
A2 Teachers maintain their knowledge of different learning and teaching styles	<ul style="list-style-type: none"> Identify suitable professional development opportunities Access outside providers e.g. SALT, educational psychologist 	<ul style="list-style-type: none"> Funding for courses Time 	ongoing	HT Teachers TA SENCo	
A3 Equality issues are incorporated into the curriculum (e.g. through citizenship)	<ul style="list-style-type: none"> Review and develop PSHE plans based on up to date resources Ensure new PSHE curriculum reflects equality issues 	<ul style="list-style-type: none"> Funding for resources 	ongoing	PSHE leader	
A4 Staff and governors are fully aware of equality issues and the reviewed Equality scheme	<ul style="list-style-type: none"> All policies reviewed are considered for the impact that they have on Equality Staff and governors receive training on equality issues 	<ul style="list-style-type: none"> Time 	ongoing	HT and Governors	
A5 Staff are aware of pupils with disabilities and other needs and plan accordingly	<ul style="list-style-type: none"> This information to be included in the parent handbook/ staff handbook lesson plans to include adaptations necessary for individual pupils 	<ul style="list-style-type: none"> Time 	ongoing	HT Teachers	

The school has set the following overall priorities for increasing curriculum access:

- Develop range of learning resources that are accessible for pupils with different needs
- Teachers develop their knowledge of different learning and teaching styles
- Equality issues are incorporated into the curriculum (e.g. through PSHE)
- Staff and Governors are fully aware of equality issues and the Equality Scheme
- Staff are aware of pupils with disabilities and other needs

2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Target	Action	Resources	When	Who	Outcomes
B1 to maintain quiet learning spaces for small group work	<ul style="list-style-type: none"> review provision in library, quiet room and hall Locate space for sensory tent Buy and locate space for a mini trampoline 	<ul style="list-style-type: none"> Finance for new furniture if needed Time to organise 	Autumn 2024	HT	Done
B2 maintain provision of level access to all facilities e.g. handrails and ramps	<ul style="list-style-type: none"> Audit site 	<ul style="list-style-type: none"> Time for research 	Autumn 2024	HT	Hand rail installed in Rabbit toilet
B3 maintain accessibility around the school site and into the school building for people who use a wheelchair or a walking aid	<ul style="list-style-type: none"> Audit site Research costs associated with implementing these improvements Contact LA SBM to produce a plan of action and implement it 	<ul style="list-style-type: none"> Time for mapping Costs of improvements 	Autumn 2024	HT/SB M	Gate way too narrow to move walker through – Currently an adult always with pupil. Review termly
B4 Ensure parking facilities are available for disabled visitors	<ul style="list-style-type: none"> review designated disabled parking space 		Autumn 2024	HT/SB M	In place but not marked

The school will work to provide for needs of pupils as they arise

3. Improving the delivery of information that is provided in writing for all pupils and families:

Target	Action	Resources	When	Who	Outcomes
C1 Ensure all school information more accessible to pupils (and parents) with disabilities and other needs	<ul style="list-style-type: none"> continue to send information before children start school asking parents to let us know if they have difficulty accessing information resolve difficulties in consultation with individual parents 	<ul style="list-style-type: none"> continue to send letter in new book bag 	Each summer or when new pupils start	HT	

The school has set the following priorities for providing information for disabled pupils:

- Make all school information more accessible to pupils (and parents) with disabilities and other needs

4. Improving the understanding and tolerance of beliefs and lifestyles of others; promote equality and eliminate bullying or harassment

Target	Action	Resources	When	Who	Outcomes
D1 learn about faiths and religions	<ul style="list-style-type: none"> Ensure visits to Church, Mosque and Synagogue continue to be part of the curriculum 	<ul style="list-style-type: none"> Religious artefacts 	ongoing	HT Teachers	
D2 learn about other cultures	<ul style="list-style-type: none"> Ensure that all opportunities to learn about world cultures are fully embraced Assemblies planned for the year that include celebrations and books used to support the celebrations 	<ul style="list-style-type: none"> Our own community of parents, staff and pupils Assembly time 	ongoing	HT Teachers	
D3 celebrate differences	<ul style="list-style-type: none"> Ensure pupils understand that we are all different and that this is OK 	<ul style="list-style-type: none"> Assembly time Circle time 	ongoing	HT Teachers TA LSA	

D4 promote values	<ul style="list-style-type: none"> Continue to maintain high profile of the school's 6 values Review the playground charter Promote anti bullying strategies and messages 	<ul style="list-style-type: none"> Assembly time Circle time 	ongoing	HT Teachers TA LSA	One main focus a term Respect – Autumn 1 Resilience – Autumn 2 Curiosity – Spring 1 Courage – Spring 2 Fair – Summer 1 Caring – Summer 2
D5 Attendance of all pupils is at least good	<ul style="list-style-type: none"> Monitor attendance of vulnerable groups including those with SEN, EAL and disabilities 	<ul style="list-style-type: none"> Attendance data 	Each term	HT Admin Assistant	

5. Improving the school's policies concerning equality in the recruitment, development and retention of employees

Target	Action	Resources	When	Who	Outcomes
E1 equality of opportunity for applicants for posts	<ul style="list-style-type: none"> Ensure recruitment is fair and inclusive. 		Whenever recruitment takes place	HT Gov	
E2 Equality of opportunity for existing staff	<ul style="list-style-type: none"> Ensure all opportunities are afforded to all staff 	Clear policies	ongoing	HT Gov	

6. Improving the educational opportunities for all pupils regardless of disability, gender or race.

Target	Action	Resources	When	Who	Outcomes
F1 All pupils have access to the curriculum	<ul style="list-style-type: none"> • Employ and deploy TAs and LSAs as appropriate • Carry out staff walks around the school to monitor inclusive practice 	<ul style="list-style-type: none"> • As needed • Provision mapping tool 	ongoing	HT Teachers SENCo	
F2 All pupils make good progress	<ul style="list-style-type: none"> • Monitor by tracking 	<ul style="list-style-type: none"> • ASP • school tracking 	ongoing	HT Teachers SENCo	
F3 All pupils enjoy playtime	<ul style="list-style-type: none"> • Continue to zone areas on the playground • assembly focus • circle time focus 	<ul style="list-style-type: none"> • Playground equipment 	ongoing	HT Teachers TA	
F4 Ensure all staff are aware of the needs of young carers	<ul style="list-style-type: none"> • Teachers to be made aware if a young carer in their class • liaison with surrey Young Carer's association to help to target appropriate support 		ongoing	HT Teachers SENCo	