



John T Rice Infant and Nursery Accessibility Plan 2025-2026

The aims of this Accessibility Plan are to show a whole school approach to disability. Since September 2002, the Disability Discrimination Act 1995 has been extended (by the Special Educational Needs and Disability Act 2001) to cover discrimination faced by disabled students in schools and colleges. The Governing Body has since had three key duties towards disabled pupils, under part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

Defining Disability First, the definition of disability in the DDA is not the same as the definition for special educational needs. In particular, the DDA covers only those who have 'a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities'. This definition is considered in detail in guidance produced by the Disability Rights Commission. The DDA also covers those with:

- severe disfigurements
- impairments which are controlled or corrected by the use of medication, prostheses, and aid or otherwise
- progressive symptomatic conditions
- a history of impairment
- Cancer, HIV or multiple sclerosis at the point of diagnosis.

However, the DDA does not cover addiction to or dependence on nicotine, tobacco or other non-prescribed drugs or substances; hay fever; or certain mental illnesses which have anti-social consequences. Accordingly, it might be possible for a student to have special educational needs, but not be disabled for the purposes of the DDA, and vice versa (although the majority of disabled students will also have special educational needs).

Gov.co.uk recognise a disability as:

'You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

What 'substantial' and 'long-term' mean:

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

If necessary, similar adjustments can be made for staff. As a school, we recognise our duty and are committed to:

- Making reasonable adjustments to enable staff to access the workplace.
- Recruitment procedures that ensure individuals with disabilities are provided with equal opportunities.
- Ensuring employees with disabilities can carry out their work effectively.

The aims of this access plan are:

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and in finding practical solutions
- To increase the confidence and expertise of staff and support staff when teaching or aiding pupils with a wide range of disabilities
- To develop strong collaborative relationships with pupils and parents and increase satisfaction in the provision made by the school
- To promote equality of opportunity and promote positive attitudes towards children, young people and adults who are disabled
- To ensure that pupils with additional needs have access to high quality teaching and resources which are stimulating and appropriate
- To ensure that information is made more accessible for pupils, parents and visitors
- To improve the physical environment of the school to increase safe access for pupils, staff, parents, community users and visitors.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum Ensure ICT is appropriate for pupils with disabilities.	▪ Review accessibility of ICT (including laptops, iPad and whiteboards) using specialist expertise e.g. PDSS ▪ Involve pupils in review of hard & software. ▪ Prioritise new software to purchase.	Ongoing	Access to PDSS/SFSS (IT support where needed) when required	Computing Leader & SENDCo	Leadership Team and SENDCo
Access to Curriculum Create effective learning environments for all utilising feedback from pupil groups.	▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. ▪ Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. ▪ Review PE and Staying Healthy Curriculum.	Ongoing	Access to SFSS/EPS/PDSS/SAP for support when assessing environmental factors for children with SEN. Mental Health Lead	All staff	SENDCo through lesson observations and sampling lesson planning Leadership Team and Governors

	▪ Mental health support for staff and children regularly monitored				PE Leader
Access to wider curriculum Increase participation in school activities.	▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Ensure school activities are accessible to all students. ▪ Investigate TA flexibility to cover extra curricular activities if needed. ▪ Seek advice regarding alternative accessible venues for school trips if necessary.	Ongoing	Governors to identify contingency budget for TA cover for extra curricular activities if needed. Evolve training required on risk assessments for trips and extra curricular activities.	Head and SENDCo/DHT Governors	Leadership Team Governors
Impact Analysis Ensure all policies consider the implications of Disability Access.	▪ Analyse impact of Behaviour & Regulation Policy, School Agreements, Anti-Bullying Policy, Educational Visits, Homework, and Health Provision in relation to pupils with disabilities. Involve School Council in all reviews where necessary. ▪ Consult pupils and staff on any proposed changes. ▪ Introduce new policies	Ongoing	Leadership Team and SENDCO and class teachers	Leadership Team and SENDCo	Governors
Premises Increase site access to meet diverse needs of pupils, staff, parents and community users.	▪ Review personal evacuation plans where necessary. ▪ Identify accessible play equipment ▪ Improve signage of evacuation procedures, internet safety, fire drill etc ▪ Consult the PDSS regards environment for children with a disability and also personal care equipment	Ongoing	PDSS to be accessed for PEEP updates	Site Manager School Council Joanne Downs(PDSS)	Access and Inclusion Governor Head teacher and SENDCO School Health ,

Attitudes To promote positive attitudes to disability	▪ Review PSHE Curriculum- British Values ▪ Review RHE Curriculum ▪ E Learning on Radicalisation and Prevent Strategy ▪ Assembly Programme: continue focus of Different/Same theme ▪ Involve local groups that show disability in a positive way in assemblies and visits to school ▪ Regular items for newsletter highlighting achievements of pupils with disabilities where applicable ▪ Being an Attachment Friendly School	Ongoing	British Values training Stonewall Training Attachment Friendly School training.	Behaviour Lead/SENDCO Leadership Team	Leadership Team and Governors
Newsletters and Information Availability of documents in alternative formats.	▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents via online systems, alternative formats as appropriate. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Use of Communicate In Print (Widgit) software. ▪ School website to contain alternative text on images to improve accessibility.	Ongoing	Promote alternative formats on newsletter SENDCo to monitor take up of alternative formats of both families and pupils	Admin SENDCo	Leadership Team and Governors