



Streetsbrook Infant & Early Years Academy



Accessibility Plan

Streetsbrook Infant & Early Years Academy

At Streetsbrook, we strive to provide an equal chance for all to become caring responsible citizens who lead happy and fulfilled lives, and are equipped with the knowledge, skills and abilities to shape the world they live in.

Our values are:

Desire to Learn

To enjoy the lifelong process and challenge of learning; alone and with others

Love and Respect

To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths

Happiness

Developing successful relationships where individuals can build and follow their dreams

Confidence

Having the self-belief to embrace and follow your own choices.

Being a Good Citizen

Making a positive contribution to communities on a local and global scale

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The SchoolBus' Model Accessibility Plan has been used to support the development of this policy.

Introduction

At Streetsbrook, we strive to ensure all our children, staff and visitors feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for children and prospective children, staff, parents and visitors with a disability.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It is helpful to understand what mental and physical impairments are included. Guidance on the Equality Act 2010 states that:

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME)/chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour;
- produced by injury to the body or brain.

Office for Disability Issues, August 2010

The Act also states that a person who has cancer, HIV infection or multiple sclerosis (MS) is a disabled person. This means that the person is protected by the Act effectively from the point of diagnosis. Further information can be found in Appendix (iii).

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account children's disabilities and the views of parents and children. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Children via the School Council
- Staff
- Parents
- Trustees and Governors
- External Partners

Vision & Values

At Streetsbrook Infant & Early Years Academy we aim to treat all members of the school community equally, regardless of age, sex, race, colour, nationality, ethnic or national origin, disability, marital status or religious belief.

We are committed to providing a broad, balanced and flexible curriculum which meets the needs of all children, and embrace the three principles essential to developing an inclusive curriculum:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of children

Streetsbrook is committed to promoting equality of opportunity to all its stakeholders.

Children:

The curriculum is planned carefully and adapted to meet the needs of all children in order to enable them to achieve to the best of their ability. The school offers a wide range of activities to support and enrich the curriculum both in and out of school hours, and all children are given the opportunity to be involved. Staff are committed to making any necessary adjustments to ensure every child is able to participate in all extra-curricular activities, including trips.

Parents:

All parents are welcomed into the school at anytime to support both children and staff. This could be as a parent helper in the classroom or as part of the Parent Partnership or SNAG Teams. Parents are also invited to be part of the school's very active PTA. Regular meetings for parents are held throughout the school year including Information meetings and individual Parent Consultation appointments to discuss their child's progress. We recognise and value parents' knowledge of their child's disability and seek partnership and consultation through regular formal and informal meetings.

Staff:

The school follows strict recruitment procedures when appointing staff and takes its equality responsibilities extremely seriously. All staff are committed to their own continuing professional development, and the Head and Deputy work hard to ensure all staff benefit from a range of CPD activities – both in and out of school to support the staff in becoming the best they possibly can. Staff also work with a range of external professionals including SSS, Educational Psychologists, Occupational Therapists, Speech & Language Therapists and Physiotherapists. This ensures staff are fully equipped with the knowledge, skills and understanding needed to meet the needs of all children.

Trustees and Local Governing Body:

Trustees and Local Governors are appointed in line with the academy's Scheme of Delegation. Once appointed, they have the opportunity to be involved in all aspects of school life, including attending a range of courses. The governor with responsibility for SEND at Streetsbrook is Kate Llewellyn.

Visitors:

The school welcomes a range of visitors into school, both during the school day and out of hours as part of private lettings. The school has wheelchair access, enabling our wheelchair users to enter the building through the main entrance for both school and childcare.

LEGAL FRAMEWORK

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality & Diversity Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

ROLES AND RESPONSIBILITIES

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of children's disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

The SEND Governor will, on behalf of the Local Governing Body, undertake an annual Accessibility Audit in collaboration with the Headteacher and SENCo. The audit will cover the following three areas:

- **Access to the curriculum** – this will assess the extent to which children with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – this will assess the extent to which children with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – this will assess the extent to which children with disabilities can access information on an equal basis with their peers.

When conducting the audit, the SEND Governor will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account children's disabilities and the preferences of their parents. The actions that will be undertaken are detailed in Appendix (ii).

Policy Review

The plan will be available on the school website and hard copies produced on request at the school office.

This plan was last reviewed in November 2023; it will be reviewed again in May 2026.

Louise Minter, Headteacher
May 2025

This policy was ratified by the Local Governing Body on 15 May 2025.

Signed:.........Chair of Governors

Signed:..........Headteacher

Current Data

There are currently 218 children on roll at Streetsbrook (including Nursery). Following the most recent Inclusion Forum in March 2025, our data shows the following:

	No SEN (code N)	SEN Support (Code K)	EHC Plan (Code E)	Total
No. of children	197	13	8	218

	Specific Learning Difficulty	Moderate learning Difficulty	Severe Learning Difficulty	Profound and Multiple Learning Difficulty	Speech, Language and Communication Difficulties	Autistic Spectrum Disorder	Hearing Impairment	Visual Impairment	Multi-Sensory Impairment	Physical Disability	Other difficulty/disability	Social, Emotional and Mental Health	No Specialist Assessment
No of children		3		1	1	5			1	1		8	1

*Audit of Current Provision - May 2025**Curriculum Access*

Statement	✓/x	Evidence	Action Required
All teachers and TAs have the necessary training to teach and support children with a range of disabilities.	✓	A range of training opportunities are planned to meet the needs of the children at Streetsbrook. This includes support from external agencies such as SISS, Educational Psychology Team, Ordinary Magic and SALT. In 2024-25, the school has benefitted from being a part of the PINS (Partnerships for Inclusion of Neurodiversity in Schools Project). This has included training on Neurodiversity, ADHD, Sensory Circuits, Colourful Semantics and the Zones of Regulation Our commitment to supporting children with SEND was recognised by inspectors in our recent Ofsted Inspection in January 2023: 'Their needs are swiftly and accurately identified, and effective additional support is put in place, where needed. For example, staff expertly use a sensory room and resources to develop pupils' mobility.'	To ensure all staff have the knowledge, skills and understanding they need to support children with a range of needs To facilitate staff having opportunities to observe practice in The Hive To determine how Colourful Semantics is going to be used to support the writing process To use widgets to support communication September 2025 To implement the Zones of Regulation throughout the school and Childcare
Classrooms are optimally organised for disabled children	✓	Classrooms are clutter-free and all steps to role-play areas and edges of cupboards are marked with tape for visually impaired children. The size of tables can be adjusted where needed.	To continue to ensure classrooms are clutter-free To remove wooden role play areas from the Year 1 classrooms
Lessons provide opportunities for all children to achieve, i.e. are adapted and include work to be done by individuals, pairs, small groups and the whole class as appropriate	✓	Feedback from lesson observations, learning walks, book scrutinies and pupil interviews Monitoring of STP Our commitment to supporting children with SEND was recognised by inspectors in our	

		recent Ofsted Inspection in January 2023: 'Pupils with SEND are very well supported to access the same learning as their classmates.'	
All children are encouraged to take part in music, drama, and physical activities	✓	Class timetables, MTP, STP Lesson evaluations Additional Fine Motor activities are planned in the continuous provision in EYFS to develop muscle strength – this is also evident in Year 1 All children fully included in Christmas plays and end of year productions, unless parents choose for their child not to take part. Other events include, Dance and Cheerleading Festivals, Infant Agility Competition, Choir, Year 2's Great Fire of London drama session	To continue to review how children in The Hive access this learning
Staff recognise and plan for the additional time and effort needed by some disabled children, eg, lip reading by hearing impaired children, slow writing speed for children with dyslexia	✓	Staff use gestures and Makaton where appropriate to support children's understanding. Motor breaks are included in daily teaching to support neurodiversity Children with visual impairments are planned for accordingly, including the use of large fonts and red tape Some children also use additional resources e.g. writing slope, black pen etc. Staff move seating arrangements to meet the needs of individual children as appropriate. Technology such as iPads are also used to support children's learning	
All staff plan for additional time required by some disabled children to use equipment	✓	Yes – as appropriate to the needs of the children	
Disabled children who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in	✓	Children can access activities in other year groups e.g. play based activities in EYFS	To continue to ensure our intervention spaces are used

PE/sport		Opportunities to use the Sensory Room are timetabled Nest Intervention is focused on Physical Activity	effectively: • The Hive • The Nest • The Sensory Room
ICT equipment has been fitted with additional software/hardware to allow access for disabled children	✓	A range of Apps have been downloaded on to iPads, including touch-typing. There has been recent training on this through the PINS project.	To continue to develop the range of Apps available to support our children
School visits, including foreign visits, are accessible to all children, regardless of attainment or impairment	✓	Risk assessments, including individual, are completed for all trips Every child has the opportunity to attend all trips, unless parents choose otherwise	
All staff have high expectations for all children	✓	Feedback from lesson observations, book scrutinies, termly data analysis, weekly Good work certificates, appraisals	
All staff strive to remove barriers to learning and participation	✓	Streetsbrook is a very inclusive school; this has been recognised by a range of external professionals and parents who choose to send their children to our school. The school had a LA SEND Visit in December 2024; feedback was very positive as was feedback from external professionals involved in the PINS project. It was also recognised by Ofsted Inspectors in our inspection in January 2023. 'One parent summed up the views of many by saying that this is, 'the ultimate example of a fully inclusive environment in which all children flourish'.	To continue to focus on our universal provision in all classrooms, based on the notion that SEND-related strategies are strategies that benefit all children To continue to work in partnership with parents in ensuring every child's needs are met
Motor breaks, sensory toolkits and weighted resources are used throughout the school for children experiencing 'sensory overload, hyposensitivity or hypersensitivity' to enable them to focus and attend to their learning	✓	Breaks are planned into the day at appropriate times for the individual child, as well as the wider group of children. Weighted resources are used for those children that need them and sensory circuits have been introduced, as appropriate, as a	

		result of our PINS training.	
Children are invited to share their experiences and views on the impact of their environment on their learning through age appropriate audits and evaluations	✓	Children's comments are actively sought and included on Personalised Learning Plans, class and school councils and our pupil voice programme Staff are well-equipped to identify what may be impacting on a child's learning due to the classroom environment	When appropriate, to invite children with EHCPs to attend their annual reviews

Physical Access

Statement	✓/x	Evidence	Action Required
The layout of areas allows access for all children, such as Academic areas: eg, classrooms, hall, library Sporting Areas: eg, gym, outdoor sporting facilities Social areas: eg, dining hall, reception, common room Play areas: eg, playground, wet play area	✓	All areas of the school building are accessible. Learning environments are flexible to meet the children's needs. Advice is sought from external professionals as appropriate eg Teacher for Children with VI	To ensure the layout of the classrooms continues to meet the needs of our children
Children who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps	✓	The school is DDA compliant with ramps into most doorways	To consider how wheelchair uses access the back field and some of our outdoor structures
Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Showers are available and accessible.	✓	A shower is accessible in Nursery There is a disabled toilet for adults; this space is also used to help children who need support with their intimate care	
Pathways around school are safe and well signed. Parking arrangements are logical and safe	✓	Pathways are well signed and well lit during the winter months. A disabled parking space is available in the staff car park and two additional disabled parking spaces are available outside of school on Ralph Road	
Emergency and evacuation systems INFORM ALL children. Alarms are visual (flashing) as well as auditory	✓	Personal Emergency Evacuation Plans in place for appropriate children.	To ensure all PEEPs are reviewed and updated and to create new PEEPs for any new children

Tactile signs, including lifts with tactile buttons help disabled learners to use the building.	N/A	This would be addressed as appropriate.	
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for children with visual impairment, autism or epilepsy	✓	Signs are very clear.	
All areas are well lit	✓	Yes	To continue to update lighting in all classrooms in line with the schedule
Steps are taken to reduce background noise for hearing impaired children by considering a room's acoustics, noisy equipment etc.	N/A	This would be addressed as appropriate	
Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc	✓	Adjustable tables are available in school- these are moved as appropriate Appropriately sized tables and chairs are moved into classrooms to meet the needs of the children as appropriate. Chairs and tables are colour contrasting to support visually impaired children wherever possible.	
Annual classroom sensory audits are carried out to ensure children with sensory processing difficulties are able to access the curriculum by meeting their sensory needs	✓	Classroom sensory audits are completed on an annual basis	To ensure children have access to sensory circuits within their classroom environment

Access to Information

Statement	✓/x	Evidence	Action
Staff are familiar with technology and practices to assist children, parents and carers with disabilities, e.g. positioning when talking to a hearing impaired learner.	✓	Yes – ICT is used effectively to support learning; Apps have been downloaded on to the iPads to support children during whole class teaching sessions	
All written communication follows an agreed house style using an appropriate font and size	✓	Arial 11 is used on all correspondence	

The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for children/parents and carers who may have difficulty with the standard printed format.	✓	The academy works closely with SISS and other agencies as appropriate to support the needs of our children	To explore how letters could be translated into other languages
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g. by reading aloud, PowerPoint presentations etc.	✓	Yes	



Streetsbrook Infant & Early Years Academy

Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Children – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	

Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	
Sensory Processing Disorder/difficulties	Sensory issues are usually defined as either hypersensitivity (over-responsiveness) or hyposensitivity (under-responsiveness) to sensory stimuli.	