

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



ACCESSIBILITY PLAN

Governors' Committee Responsible:	Outcomes and Data
Policy Originator:	Sally Beardsley
Date policy written:	Autumn 2026
Approved by Governors:	Pending
Next review date:	Autumn 2028

Aims

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

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

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. We aim to ensure fair treatment, equal access, and full inclusion for every pupil, staff member, and family.

This accessibility plan ensures that we continue to uphold all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by William Lilley Infant and Nursery School.

At William Lilley we are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. This is also upheld within our school vision:

“Known, Nurtured and Proud to Succeed.”

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The William Lilley Infant and Nursery School Accessibility Plan shows our accessibility aims for students, staff and visitors with disabilities to the school.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The Accessibility Plan will contain actions to:

Ensure access to the environment, curriculum and information for students, parents and staff with a disability. This ensures that students with a disability are as equally prepared for life as are our students who do not have a disability. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school.

Definition (Equality Act 2010)

“A person has a disability 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 carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. **A significant number of pupils are therefore included in the definition.**

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;

- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Responsibilities

- All staff are responsible for identifying and removing barriers to learning for disabled pupils.
- All leaders are responsible for improving accessibility within their area of responsibility.
- The Governing Body is responsible for the approval of this plan.
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.
- The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report
- Supporting pupils with medical conditions policy

CURRENT GOOD PRACTICE	TARGET	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
Increase access to the curriculum for pupils, parents and staff				
- There is an ethos of inclusion and support for all children and their families from all staff. - We offer a differentiated curriculum for all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to ensure it meets the needs of all pupils - Assessments for children relate to their bespoke need - Training is available for staff to ensure appropriate adaptation of the curriculum - Specialist equipment is made available to support children's individual learning needs - All environments have visual diaries and signs and symbols to support learning and development - Extensive ongoing support for pupils families in improving outcomes for pupils with SEND - All staff are expected to make reasonable adjustments to support every child and their families - Sensory room provision is available for pupils to support their sensory needs - HT sits within HLN appeals panel - DHT is an experienced and dedicated SENDCo - Specialist training and support includes: Moving and handling – through Physical Disability Support Service, Coping with Risky Behaviours (CRB), Speech and Language therapy support, Teacher of the Deaf support, Medical training, School and Family Support Service, Occupational Therapy support, Physiotherapy support and High cost equipment team - Promoting and enhancing protected characteristics is embedded within the curriculum and provision	Ensuring all staff consider the needs of each SEND student and provide accessible learning resources for them	Complete training audit for staff working alongside high level needs pupils	Annually	All staff feel confident in supporting individual pupil needs and the needs of pupils within the school.
		Ensure whole staff have awareness of communication and interaction needs	Bi-annual	
		Streamline assessment systems so that gaps in learning are rapidly identified and addressed through intervention.	From 2026	
	Ensure continued resourcing which promote protected characteristics.	Continued consideration of the protected characteristics within the taught curriculum and resources.	Ongoing	Resources are reviewed to ensure an appreciation and promotion of all of the protected characteristics
	There is consistent provision to support pupils communication and interaction needs.	Ensure curriculum has progressive language and communication development to meet the needs of all pupils.	From 2026	The curriculum is relevant and appropriate for the needs of all children within the school.
		Early communication strategies have been streamlined across the phases within school and include specific tiered intervention at each stage.	By 2028	
	There is an enhancement of multi-sensory approach across continuous provision and through classroom resources	Update sensory provision within calming areas of the classroom, so that these are consistent and progressive across the classes.	By 2028	Sensory room audit has been completed and any gaps in provision have been addressed.
	Explore creative opportunities for provision for children with high AFN and HLN support	Ensure bespoke annual approach to meeting the needs of children with AFN and HLN	From 2026	Ongoing consideration of needs of pupils and plan-do-review cycle of provision.
		Continue to review practice and provision for children with AFN and HLN, drawing on updated research and specialist links	Ongoing	

CURRENT GOOD PRACTICE	TARGET	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
Improve and maintain access to the physical environment				
The environment is adapted to the needs of pupils as required. This includes: • Ramps into each building • Disabled parking bay • Disabled toilets within each area of school and changing plinth facilities where appropriate • Equipment at wheelchair accessible height • Specialist equipment to meet the needs of individuals • Environmental review from Physiotherapy team to support with individual needs • Engagement with specialist services to review the environment where appropriate • Lowered ceilings to support pupils with hearing loss • Displays and learning spaces have been adapted with calming and neutral tones • Interior 'daylight' lighting is installed across the school alongside external lighting in key areas of the school • Calming spaces with sensory resources within each classroom area alongside consistent use of emotion coaching and zones of regulation to support regulation • Sensory room with resources to support sensory needs and aid regulation	To be aware of access needs	Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school	Annually	The needs of individual pupils and parents have been identified and addressed.
		Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired	Ongoing	All children with significant physical needs has a PEEP in place
	Complete site audit to ensure access for all	Site audit has been completed to identify the needs of pupils, staff, parents and visitors (including need for pupils with ASD)	Annually	Site audit has been completed and any areas identified have been addressed
	Ensure alarm system is accessible for all	Update alarm system with visual and auditory alarm calls.	By 2028	Alarm system has been updated
	Main school toilet area has been updated for non-gender specific areas	Toilet facilities have been updated to enhance non-gender specific toileting spaces	By 2028	Enhanced non-gender specific toilet areas
	Enhance outdoor provision for all pupils	Enhancements have been made within the outdoor environment within the OPAL play provision, taking into account the needs of all pupils.	From 2026	Enhanced opportunities for all pupils within the outdoor provision to support their social, emotional and physical development.

CURRENT GOOD PRACTICE	TARGET	STRATEGIES	TIMESCALE	WHAT WILL SUCCESS LOOK LIKE?
Improve the accessibility of information to pupils, staff and parents				
Our school uses a range of communication methods to ensure information is accessible. This includes: • Signage • Pictorial or symbolic representations • Appropriately adapted resources for individual need • Information is shared through: newsletters, policies, parent meetings, website information, bespoke homework • Children have appropriate resources and learning materials to access their curriculum • Support for families to access in-school and community resources and information • ‘Easy read’ information provided for different areas (ie behaviour policy, bullying policy, new starter information) • Information for EAL provided through ‘easy read’ approach • Any individual information shared with parents ideally in a 1:1 meeting to support with reading and understanding	Format communication for low literacy – online presence	Adapted digital and print media—including the website, newsletters, video materials, and ClassDojo—to ensure clear, accessible communication for diverse literacy levels.	Ongoing	Parent communication shared that information is effectively communicated and accessible.
	Staff training is appropriate to meet the needs of pupils within the school.	Deliver targeted SEND training for new staff to ensure a consistent, needs-based approach across all classrooms.	2026 and ongoing	Staff are consistent in their approach to supporting pupils with SEND
	Continued enhancements of learning environments to ensure accessibility for pupils communication needs.	Wigit online is utilised by staff to enhance classroom practice and ensure accessibility of communication for all pupils.	From 2026	Pupils are supported through signs and symbols to be able to access the class room communication appropriate to their developmental needs.