

# Turnfurlong Infant School

## Accessibility plan

### July 2025



**Approved by:**  
Governing Body

**Date:** 7<sup>th</sup> July 2025

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**Next review due by:** Summer 2026

## Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Action plan .....	3
4. Monitoring arrangements .....	7
5. Links with other policies .....	7
Appendix 1: Accessibility audit.....	8

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## 1. Aims

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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. In September 2013 we became a Co-operative Trust School. We work in partnership with Turnfurlong Junior School and The Grange School as the Aylesbury Learning Partnership.

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

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<b>Increase access to the curriculum for pupils with a disability</b>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Visual support in place to support children's communication (lanyards, now/next boards)</p>	<p><u>Short term</u></p> <p><i>SENDCo to induct new SEN staff and support SEN TA professional development</i></p>	<p>SENDCo to ensure that all support staff are using sign supported English consistently to support routines and expectations</p>	<p>RO/ SENDCo</p>	<p>7.26</p>	<p>Improved outcomes for children with SLCN</p> <p>Staff have high expectations of pupils with disability.</p> <p>All children able to communicate</p>
	<p>SENDCo and support staff are working closely with specialist teachers from VI team and SALT to adapt curriculum, enable inclusion and ensure information is accessible to children with disabilities</p> <p>All children are introduced to BSL through weekly 'Sing and Sign' assemblies</p>	<p><u>Medium term</u></p> <p><i>When purchasing new reading for pleasure materials, ensure positive representation of people with disabilities</i></p>	<p>Use Booktrust Bookfinder tool to identify high quality texts</p> <p>FoTIS focus for fundraising and grant finding in 25/26</p>	<p>RO/JG</p>	<p>10.26</p>	<p>Children have access to high-quality, engaging reading materials with positive representations of people with disabilities</p>
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p><i>Plan and trial elements of an adaptive curriculum for children with high-level needs who are struggling to</i></p>	<p>RO and SENDCo to plan and trial adapted curriculum for children</p>	<p>RO/ SENDCo</p>	<p>9.26</p>	<p>Fewer children have reduced timetables.</p> <p>Children with the highest level of need</p>

	<p>SEND targets are set using an Assess Plan Do Review approach</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils and promotes an ethos of inclusivity through raising awareness</p> <p>Children in Year 2 visit the National Paralympic Heritage Trust Museum as part of curriculum and engage in hands-on tasks to raise awareness</p>	<p><i>access National Curriculum</i></p> <p><u>Long term</u></p> <p><i>Introduce adaptive curriculum for children with high-level needs who are struggling to access National Curriculum</i></p>	<p>with the highest level of need in school</p> <p>RO and SENDCo to further develop adapted curriculum for children with the highest level of need in school</p>	RO/ SENDCo	7.27	<p>making good progress and are included in the curriculum with their peers</p> <p>Teaching staff more confident with using a range of strategies to adapt curriculum for children with SEND</p>
<p><b>Improve and maintain access to the physical environment</b></p>	<p>The school environment has been adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> <li>• Doors and gates wide enough to accommodate wheelchair access in classrooms and hall</li> <li>• Dedicated nappy changing area in Reception classes</li> </ul>	<p><u>Short term</u></p> <p><i>To improve visual support and safety for pupils and visitors to school site.</i></p> <p><u>Medium term</u></p> <p><i>Investigate regulations re disabled toilet to ensure it meets current building requirements</i></p> <p><u>Long term</u></p> <p><i>Upgrade disabled toilet to ensure it meets</i></p>	<p>Site Manager to re-paint nosings on steps</p> <p>Quotes for building work (DFCG)</p> <p>Building work undertaken</p>	<p>PR</p> <p>RO</p> <p>RO/PR</p>	<p>12.25</p> <p>9.26</p> <p>9.27</p>	<p>Facilities improved for all staff and pupils</p> <p>Access, safety and independence on site improved for pupils and visitors with visual improvement</p> <p>Access, safety and independence on site improved for pupils and visitors with visual improvement and pupils and visitors with physical mobility needs</p> <p>Access, safety and independence on site</p>

	<ul style="list-style-type: none"> <li>Larger changing area in Nursery to accommodate pupils who use a hoist</li> </ul>	<i>current building requirements</i>				<p>improved for pupils and visitors with visual improvement and pupils and visitors with physical mobility needs</p> <p>All reasonable adjustments anticipated for prospective employees or staff member with a disability (or becomes disabled) under the employment provisions of the Equality Act 2010</p>
<b>Continue to improve the availability of</b>	Teacher who is able to communicate in BSL available to support parents who are deaf.	<u>Short term</u> <i>Consult with website provider to see whether</i>	Contact website provider	RO, FC	7.26	

<p><b>accessible information to pupils and parents with disabilities</b></p>	<p>Staff on site are able to speak a variety of languages (Urdu, Punjabi, Gujarati, Polish, Italian)</p> <p>Use of Microsoft Forms enable information to be translated into home languages</p> <p>SENDCo hosts regular coffee mornings for parents with children who have SEND. Guest speakers are invited to these and there is a good link with the TJS SENDCo for transition</p> <p>SENDCo and support staff are working closely with specialist teachers from VI team and SALT to adapt curriculum, enable inclusion and ensure information is accessible to children with disabilities</p> <p>All children are introduced to BSL through weekly 'Sing and Sign' assemblies</p>	<p><i>any additional reasonable adaptations can be made to website to support accessibility</i></p> <p><u>Medium term</u></p> <p><i>Ensure all staff are aware of and using of sign supported English consistently to support routines and expectations</i></p>	<p>Staff meeting training, key signs agreed and in use</p>	<p>RO, SENDCo</p>	<p>7.27</p>	
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## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

## **5. Links with other policies**

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 (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building			
Corridor access	<p>Reception and KS1 classrooms built around a quad</p> <p>Corridor from Main Entrance leads to staffroom, medical room, breakfast club/after school club</p>			
Parking bays	<p>Two designated disabled parking bays:</p> <ul style="list-style-type: none"> <li>• Junior school car park (accessible to Nursery and Main Entrance)</li> <li>• Main car park</li> </ul> <p>Regular user disabled drivers can ask the office to park in other spaces in staff car park</p>			
Entrances	Main entrance to school accessible from footpath from 7.30am-6.00pm in term time.			

	<p>Buzzer system alerts office/breakfast club/after-school club when office is closed</p> <p>Parents access outside of classrooms via playground at drop-off (8.35-8.45am) and pick-up (3.00 - 3.15pm). Gates are padlocked outside these times. Gates are wide enough to accommodate wheelchair users and buggies.</p> <p>Rubber matting pathway around back of hall for families going to and from Reception at beginning and end of day</p>			
Ramps	<p>Ramp access as follows:</p> <ul style="list-style-type: none"> <li>• Main Entrance</li> <li>• Ramps to Year 1 and 2 classrooms</li> <li>• Quad via portcullis door</li> <li>• Library</li> <li>• Nursery classroom to outdoor area</li> </ul>			
Toilets	<p>Accessible toilet in Main Reception area</p> <p>Accessible toilet in school Hall</p>	<ul style="list-style-type: none"> <li>• Apply to BC for funding to adapt toilets in classroom should pupil require this</li> </ul>		

	<p>Nappy changing area in Reception</p> <p>Nappy changing area in Nursery large enough to accommodate hoist and larger changing table</p>			
Library	Accessed via a ramp			
Hall	<p>Alarm in toilet</p> <p>Accessible toilet in school Hall</p> <p>Doors wide enough for wheelchair users</p>			
Main Entrance area	Children with additional physical needs have PEEPS (Personal Emergency Evacuation Plan)	<ul style="list-style-type: none"> <li>• Signage to ask users/visitors to alert office when support is required e.g. opening doors</li> </ul>	JG – 9.25	
Internal signage	Signage inside internal quad indicates location of office, medical room, staffroom etc			
Emergency escape routes	Children with additional physical needs have PEEPS (Personal Emergency Evacuation Plan)	<ul style="list-style-type: none"> <li>• All classrooms, breakfast club and staffroom to have <b>additional</b> marked Emergency padlock key (access to playground and car park from Reception class outdoor area)</li> </ul>	JG – 9.25	