

THOMAS A' BECKET INFANT SCHOOL



Accessibility Plan September 2025 – July 2028

Review Autumn 2028 or as guidelines / procedures change

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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 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

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.

At Thomas A’ Becket Infant School we recognise that children and adults with disabilities are potentially vulnerable group or are “at risk”. Children can be disadvantaged if policies, processes and practices do not take account of, and seek to remove barriers which could deny them the educational opportunities available to others.

We have a commitment to Inclusion wherever possible, in order to increase the participation of children with Special Educational Needs Disability (SEND) and/or disabilities in the National Curriculum, and in all areas of school life.

The EQUALITY ACT 2010 defines disability as “If a person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities”.

New code of practice and WSCC Accessibility Strategy

When a child with a disability joins our school we will assess their individual needs in conjunction with parents, other identified agencies and the Local Education Authority (LEA). It is requested that school use our best endeavours and reasonable adjustments to meet these identified needs.

Our Duty of Care:

- It is our duty not to treat anybody with a disability less favourably.
- We have a duty to make reasonable adjustments to ensure that staff, children and parents/carers with a disability are not put at a disadvantage.

Our Aims

To improve accessibility for all children and adults with disabilities we will:

- Use our best endeavours to ensure that pupils with disabilities are able to participate in the National Curriculum.
- Where possible improve the physical environment to enhance the access of children and adults with disabilities.
- Improve communication and be adaptable when communicating with families and the wider community.
- Review accessibility around the school on an annual basis with staff and parents.
- Make improvements where possible and reasonable to address any highlighted concerns.

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.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Thomas A Becket Infant School Accessibility Plan 2025-2028

Improving the Physical Access at Thomas A Becket Infant School

Visually Impaired pupils If we were to have a visually impaired child in school:			
Item	Activity	Timescale	Cost £
Corridors	The school ensures that skirting boards and door surrounds are painted in contrasting colours. Radiators are also painted a contrasting colour.	Ongoing and repainted as necessary	TBA
Stairs and Steps	All steps and entrances have edges painted in yellow or white.	Ongoing and repainted as necessary Subject to available finance	Negligible
Signage	All toilet doors display labels are in contrasting colours and at eye level. If necessary these will be made tactile to support any pupils and staff who have a visual impairment.	As and when necessary - Subject to available finance	TBA
Outdoor areas	1. Outside poles are painted in a contrasting colour with strip of contrasting paint at children's eye level. For those poles that are not painted they have a foam surround for safety purposes. 2. Paint on playground has been refreshed 3. Yellow strip painted on bottom of all ramps	As and when necessary - Subject to available finance	TBA

Wheelchair Users

If we were to have a wheelchair dependent child or staff member in school:

Item	Activity	Timescale	Cost £
Ramps	At least 90% of the school doors and entrances are accessible. Any classroom with an outside step have an accessible route via the inside of the school.	As and when necessary	Ongoing NIL
Corridors	Corridors outside Head Teachers office and Honeybee class are narrow and have very limited clearance for wheelchair users. These corridors should ideally be widened to improve access.	Subject to available finance	Significant

Hearing Impaired pupils / visitors

If we were to have a hearing impaired child / visitor in school:

Item	Activity	Timescale	Cost £
Hearing Loop in Hall	Ensure all staff are aware of hearing loop in hall and that the system is used when required (e.g. assemblies / parent meetings etc.) and checked / serviced regularly.	Six monthly check by Premises Officers	Ongoing NIL
Mobile sound field	Ensure location of mobile sound field is known to all staff and that the system is used when required and checked / serviced regularly.	Annual reminder to staff	Ongoing NIL

Physically Impaired pupils

If we were to have a physically impaired child in school:

Item	Activity	Timescale	Cost £
Hoist facilities	Ensure that hoist facilities in the Sensory Room and The Lagoon (accessible toilet) used for personal care of pupils with severe disabilities are regularly checked / serviced and in good working order in case of need	Annual service (or more frequent if problems identified)	£50 per annum
Trolley facilities	Ensure that the trolley in The Lagoon used for personal care of pupils with severe disabilities is regularly checked / serviced and in good working order in case of need	Annual service (or more frequent if problems identified)	£50 per annum
Hygiene facilities	Ensure that the shower facilities in The Lagoon that are used for personal care of pupils with severe disabilities are regularly tested and checked for water quality in case of need	Regular checks by Premises Officer	ongoing

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Improving the Curriculum Access at Thomas A Becket Infant School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Training for teachers on adapting the curriculum	Review the specific needs for pupils living with a severe disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Ongoing	Adaptation and scaffolding is part of the whole school curriculum. Regular staff meetings held re adaptation. Specific meetings held with SEND/Inclusion for individual children.
All out-of-school learning is planned to ensure the participation of all pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all pupils with disabilities
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases All classrooms and school environments to be monitored to ensure they reduce cognitive load for our pupils with a disability	Individual Needs are met	Ongoing	Sensory learning walks undertaken with members of the ASCT Team Staff training and expectations completed with teachers in Summer Term 2025 and with the whole staff during INSET September 2025
Training for Awareness Raising of Disability Issues	When necessary provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to accessibility	Ongoing	Society will benefit by a more inclusive school and social environment

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Improving the Delivery of Written Information at Thomas A Becket Infant School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through West Sussex County Council for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to pupils and carers with disabilities is improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Gain advice from the Sensory Support Team about alternative formats and the use of IT software to produce customized and adapted materials.	All school information available for all	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved. (No pupils with visual impairment currently in school)
Continue to raise the awareness of staff working at and for the school on the importance of good communications systems.	All staff now using CPOMs to record all documentation about all pupils, including those with additional needs. Class packs being developed to share with staff working with children with additional needs or disabilities.	All staff aware of the needs of pupils with additional needs or disabilities.	Ongoing	School is more effective in meeting the needs of all pupils.

Appendix 1

WSCC Accessibility Strategy Generic Brief

1. Signage and Wayfinding

Continue to provide a co-ordinated system of signage and way finding that enables all pupils, staff and visitors to find their way conveniently around the buildings and grounds.

2. Hearing System:

Continue to provide a hearing loop in the reception area and a soundfield system and hearing loop in the hall

3. Lagoon (accessible toilet and wet room) or Sensory Room

A 22m² space with a screened area suitable for physiotherapy and to include:

- Wash hand basin and base unit (lockable)
- Supply of drinking water
- Track for curtain screening to provide privacy for physiotherapy area
- Acoustically insulated walls
- Mobile, adjustable height physiotherapy trolley, wide enough to allow for pupils to be turned over if necessary. (**Please note** – this will be provided as part of the brief only if there is a pupil need at the school. Otherwise, it will be provided as and when a pupil need arises)
- Ceiling track to allow hoist sling is not provided as part of this brief unless there is a specific pupil need
- Up lighting or diffused lighting
- Cabling, data point and double power point available

4. Accessible car parking

The following are minimum requirements. The school size and site are to be taken into consideration and accessible parking increased if deemed appropriate/necessary.

- One accessible parking bay available
- Appropriate access route from the accessible parking to the school entrance

5. Accessible toilet/shower (if needed)

At those schools where wheelchair access cannot reasonably be achieved, create one ambulant accessible toilet, peninsular, to include:

- Fixed, folding and adjustable height changing bench with detachable shower head facility over and curtain tracking around.
- Ceiling track to allow hoist transfer to and from toilet and changing trolley/shower
- Belfast/London sink with double drainer
- Handrails to assist independent toilet use
- Wash hand basin
- Coat pegs at appropriate height
- Hand dryer/paper towel dispenser at appropriate height
- Mirror at appropriate height
- Up lighting or diffused lighting