

St Anne's Infants' School Accessibility Plan 2025 - 2028



Date of completing the review: February 2025

Name of person leading the review: Anna Sutherland

This accessibility plan was last reviewed because:

- ☒ It had been 3 years and the plan was due to be reviewed.
- ☐ There had been substantial changes to our school and/or the pupils in our school and it was an appropriate time to review our accessibility plan.

The following people have been involved in reviewing our accessibility plan:

The responsible body for the school (governors, trustees, etc)

Senior leadership of the school

Staff

Parent / carers

If you have a question about this plan you should contact: Anna Sutherland

Date of next review: February 2028

This plan is available in large print or other accessible formats if required.

Introductory Statement

This Accessibility Plan takes account of St Anne's Infants' School's public sector equality duty set out in section 149 of the Equality Act 2010.

We are committed to providing an environment which values and includes all pupils, staff, parent/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan should be read in conjunction with the following

- Equalities Policy
- Health and Safety policy
- SEND policy

Layout and facilities

St Anne's Infants' School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the school.

St Anne's Infants' School occupies two single-storey Victorian buildings with additional smaller single-storey buildings, one of which is accessed by a small number of children. There are two ramped entrances to the school site from street level and access to the reception area and classrooms are step-free. There are steps to one entrance into the building used by Year 2 but alternative step-free entrances enable access to the Year 2 classrooms if required. There are three accessible toilets across the site. Low-arousal sensory rooms are located in both of the main buildings.

The outside space in which the children play is a combination of hard and soft surfaces and largely flat or ramped. A small area of the playground, containing a train viewing platform and trim trail are raised.

All parking is on-road with two disabled parking bays located at the side of school site.

Welcoming and preparing for pupils with special educational needs and/or disabilities (SEND)

To enable a prospective pupil to take up a place at St Anne's Infants' School, and to satisfy the current admissions criteria, the St Anne's Infants' School is committed to providing reasonable adjustments wherever practicable. In order to meet the needs of disabled pupils, the school requires full information. The

school will ask parent/carers of prospective pupils to disclose whether they have received any learning support, input from external agencies or have any disability or other condition of which the school should be aware.

Where a pupil has an Education, Health and Care (EHC) plan, St Anne's Infants' School will work with the Local Authority (LA) who makes and maintains the EHC plan to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, St Anne's Infants' School may need to take advice and require assessments, as appropriate. The school will be sensitive to any issues of confidentiality.

Inclusive Practice at St Anne's Infants' School

We are committed to increasing the accessibility of provision, over time, for all pupils, staff and visitors to St Anne's Infants' School in the following areas:

- Curriculum
- Physical environment
- Delivery of information

Action plans for each of these areas can be found below.

Curriculum accessibility

Information about the curriculum at St Anne's Infants' School can be found on the [school website](#); details on how it is adapted for pupils with SEND are in the [SEND information report](#). Ofsted reported, '*Adults in school have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND)...leaders have designed a curriculum that is well sequenced. Consequently, pupils, including those with SEND, build knowledge well from the early years... Pupils with SEND access the same curriculum as their peers because the work is adapted to meet their needs well.*'

Target	Strategies	Outcome	Timeframe	Goals achieved
<i>Raise staff awareness of neurodiversity and how to enable access to the curriculum for neurodivergent pupils</i>	<p>Involvement in the Partnership for Inclusion of Neurodiversity in Schools (PINS) project including training from:</p> <ul style="list-style-type: none"> • North Star Outreach • Bristol Autism Support • Bristol Autism Team • Talkspeech <p>Online CPD resources shared with staff through briefing notes</p>	Staff have increased confidence in providing appropriate teaching and support to more fully meet the requirements of neurodivergent pupils with regards to accessing the curriculum	2025-2026	<p>Monitoring evidences that adaptive strategies to meet pupils needs and enable access to the curriculum are implemented</p> <p>All pupils with neurodiversity make at least expected progress across the curriculum with many making accelerated progress from their starting points.</p>
<i>Raise staff awareness of the impact of physical disabilities on access to the curriculum</i>	<p>Training for staff from Occupational Therapy</p> <p>Exploration and implementation of technological solutions</p> <p>Training for staff from adults with lived experience</p>	Staff confidence in adapting learning for pupils with physical disabilities in increased.	2027-2028	Barriers to curriculum access resulting from physical disabilities are eliminated risk assessments and appropriate adjustments

Inclusivity of physical environment

A recent sensory and physical environment audit report from Therapy Space concluded, *'St. Anne's Infant School is a place that stands out for its exceptional commitment to supporting sensory processing needs and creating a nurturing yet predictable environment for all students. The school's thoughtful and inclusive structure, despite being a listed Victorian building, ensures that many aspects of the environment are conducive to learning, offering significant sensory benefits that promote well-being and engagement for all pupils. Compassionate and highly trained staff were observed whose dedication and nurturing approach permeate the school. A commitment to providing safety, structure, and individualised support fosters an atmosphere where children feel both secure and valued. It is clear that the school not only focuses on academic growth but also on the emotional and social development of its students, creating a truly holistic and supportive learning environment.'*

Target	Strategies	Outcome	Timeframe	Goals achieved
<i>Reduce clutter within the environment.</i>	Regular reminders to staff Allocate responsibility of public areas to staff Peer-to-peer audit at the start of term Share examples of classroom layouts that are working well.	Visual noise is eliminated and pupils are able to focus on most important information	Ongoing	Monitoring evidences conducive learning environments and public areas are neat and tidy
<i>Minimise noise from the hall permeating classrooms</i>	Install sound dampening panels in the hall Consult on cost of professional installation	Minimise layered sound and distraction to learning within the classrooms and for those learning in the hall	2025-2026	Noise reduction solutions are installed and having a positive impact for staff and pupils.
<i>Ensure disabled toilets are compliant</i>	Storage solutions are found so that only necessary items are kept in disabled toilets Install colour-contrasting handrails	All compliance measures are adhered to	2025-2026	Disabled toilets are clutter free and handrails are clearly visible

<i>Eliminate trip hazards within the main reception area</i>	Install a recessed matwell	Main reception area does not present any trip hazard, particularly to those with physical disabilities	2026-2027	Recessed matwell installed
<i>Include opportunities for vestibular input in the outdoor play area</i>	Explore spinning and swinging opportunities such as a roundabout, basket swing or dangle bars Use Sports Premium funding to purchase appropriate equipment	Children have opportunities for physical regulation through spinning and swinging	2026-2027	At least once piece of equipment to support vestibular regulation is included within the outdoor play area
<i>Ensure that security-protected doors are accessible to staff with mobility issues e.g. wheelchair users</i>	Explore options increasing accessibility e.g. fob / keypad access with BWS	An appropriate solution which does not compromise safeguarding for children is in place.	2027-2028	Staff with mobility issues are independently able to enter and exit the building

Accessibility of information, guidance and advice

In a recent parent survey as part of the PINS project, parent/carers were asked about the quality of communication from school with regard to their child and their needs.

Question	Score	Max. score
How welcoming do you find your child's school?	6.75	7 = Positive View. Max score 7
Do you, as a parent carer, feel included in the wider school community?	6.5	7 = Positive View. Max score 7
How well does the school communicate with you about your child's development and education?	6.25	7 = Positive View. Max score 7
Do you know what support is provided for your child to meet their additional needs in school?	6.14	7 = Positive View. Max score 7
Do you feel your views are heard and valued when communicating with the school about your child?	6.37	7 = Positive View. Max score 7
If you have a concern or complaint about support for your child, how confident do you feel about raising your concern with the school and that your concern will be resolved?	6.25	7 = Positive View. Max score 7

Target	Strategies	Outcome	Timeframe	Goals achieved
<i>Ensure the school website is user friendly and accessible to all parents</i>	Discuss areas of priority to work on in the first instance Discuss how parents and other stakeholders can be involved	School website is user friendly and easily accessible	2025-2027	All parents can successfully access and navigate the school website
<i>Increase involvement of parent/carers when reviewing individual learning plans</i>	Dedicated time is scheduled for teachers to meet with parents to review learning plans through the year	Parent/carers are fully involved in the review of individual learning plans, including strategies for curriculum access	2026-2027	Parent/carer voice is included on learning plans
<i>Ensure availability of written material in alternative formats.</i>	Awareness of the services available through the LA for converting written information into alternative formats.	If needed, the School could provide written information in alternative formats.	Ongoing	Delivery of information to disabled pupils is improved.