Toftwood Infant and Junior School Federation

ACCESSIBILITY PLAN

2025 -2028

1. The Purpose of this Plan

This plan sets out how our Federation will increase access to education for pupils with disabilities in three key areas:

a) increasing the extent to which pupils with disabilities can participate in the schools' curriculum;
b) ensuring the environment of the Federation maximises the extent to which pupils with disabilities can access the site and opportunities available;
c) focusing on how we share information to promote accessibility for all stakeholders including parents/carers with disabilities.

Our Federation accessibility plan will be reviewed every three years and reported on annually.

2. What does accessibility and inclusion mean for our Federation?

We are committed to ensuring our schools have facilities and provision that can be accessed to the greatest extent possible by all people regardless of their own individual needs, including disabilities.

3. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

'A physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day to day activities'.

Reasonable adjustments for disabled people

Where something the Federation does places a person with a disability at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

4. Information about our school

The Federation recognises that all families have different needs and difficulties. We work with our families to encourage them to share information with us that may be relevant to helping us to ensure we can support them to our best ability.

You can find out about our school on our website,
https://www.toftwoodfederation.co.uk/

5. What we have in place to make our Federation accessible

At Toftwood Federation, we are committed to working in partnership with children, families, and external professionals to provide an inspiring and exciting learning environment, where all children have the opportunity to develop life-long learning.
We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards themselves and others.
We achieve this by taking into account the varied life experiences and needs of our children and ensure our curriculum has high expectations for all children.

We aim to provide an education which is accessible by all children as far as possible, regardless of their special educational need or disability.

Our Site:

Toftwood Infant and Junior School Federation is on a shared site. The Federation is made up of two buildings that are connected by a pathway.
Both school sites are single storey with flat or mobile ramp access. Accessible toilet provision is available in both school buildings.

If there are steps, there is also an alternative ramped access to the same areas.



All classrooms have external doors, and there is a ramp available for use if needed. All classrooms can be accessed easily without the need for a ramp from the internal doors.

Access to the Infant Classrooms: Access to the Junior Classrooms:




Physical Environment

We strive to ensure that the environment is accessible to all by reviewing the indoor and outdoor environment. We adapt the environment where possible, to support visitors, families and children with resources. Adjustments in place currently include ramps, auditory equipment, specialist furniture.



Curriculum

We actively encourage all children to participate in all aspects of school life, including extra-curricular activities. There are specialist resources in place for pupils who need them including radio aid transmitters, writing slopes (see image below), coloured overlays, large print texts.

We offer a range of targeted enrichment and intervention activities such as. after school clubs, Federation Council, trips and visitors. Provision such as Young Carers, YMCA therapeutic support, PATHS, Life Coaching, ELSA and Happy to Be Me, all support children's emotional and mental health and well being to enable them to successfully access the curriculum and their learning. Speech and language support also enables more children to access the curriculum.



Information

Opportunities and systems are available to enable all pupils and/or families to share their views and to hear the views of others. There are different avenues of communication to liaise with different stakeholders in the Federation to support children and families. Details of these are available from our website: https://www.toftwoodfederation.co.uk/

6. Action Plan

Targets	What we are doing to achieve this:	Who is responsible for achieving it	When it will be achieved
Physical Environment: Target: The physical environment is accessible for all.	1. Continuing to ensure that there is appropriate equipment and resources provided in the classroom.	SLT Inclusion Lead	Ongoing
	2. Continuing to ensure that there are Personal Emergency and Evacuation systems (PEEP) set up for pupils who have difficulty leaving the building unaided, and that staff are aware of how to support pupils in emergency situations.	SLT Inclusion Lead	Annually, Autumn term.
	3. Regularly checking the site for any broken equipment or areas that need repairing, and ensuring that these repairs take place as soon as possible.	Site staff SLT Teaching /TA staff	Ongoing
Curriculum Target: Staff are confident about meeting the needs of the children.	1. Ongoing CPD for all staff regarding the different areas of need as and when necessary.	Class teachers, Teaching Assistants, Inclusion Lead, SLT.	Ongoing
	2. Ongoing distribution of, and the purchasing of, high quality resources, including the use of laptops / IT resources to help support learning, and adapted equipment.	Inclusion Lead	Ongoing
	3. Classroom environments demonstrate that pupils are able to access resources and take part in learning activities.	Inclusion Lead, Class teachers, Teaching Assistants, SLT.	Ongoing

	4. Ongoing monitoring shows that staff plan and deliver lessons, which are accessible to all through careful differentiation and the use of targeted resources to support children.	Inclusion Lead, Class teachers, Teaching Assistants, SLT.	Termly
Information Target: There is a range of accessible information to support families of children with SEND that is easily accessible.	1 To continue to provide information for parents / carers added to a google drive linked to the website to include more information about how to support children with different areas of need.	Inclusion Lead	Ongoing
	2. To continue to provide specialist resources for children e.g. radio aid transmitters, large print and dyslexia friendly texts as and where needed, in response to seeking professional advice.	Inclusion Lead	Ongoing
	4. To continue to provide equipment as appropriate to help with offering alternative forms of accessing and recording information and learning. This may include IT equipment.	Inclusion Lead IT Lead/Technician	Ongoing