



Alumwell Infant School

Accessibility Plan 2023-2026

To be Reviewed:	June 2026
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At Alumwell Infant School we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act including sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind the **Accessibility Plan** has been drawn up in consultation with stakeholders. We are committed to providing a fully accessible environment, which values and includes all pupils, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility plan will include relevant actions to:

- Improve awareness of Equality and Inclusion
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupil; (if a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the

wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

School Context

Alumwell Infant School was built in 1951. We are a three form entry standalone infant school. There are 270 children in school (when to capacity). The school is a single storey and has one level apart from access to two classrooms via four steps. There are three classrooms per year group as well as a numbers of side rooms used for interventions and small group work. We have our own canteen on site and food is cooked off site and brought in by Walsall catering Service. In addition, we use an outdoor mobile building to house our Nurture Hub (Rainbow).

There is access to 2 disabled changing areas (1 in main school and 1 in Rainbow) where there are powered changing beds and a hoist (main school).

The main hall is used for assemblies and PE lessons or activities such as sensory circuits.

The outside areas include two large playgrounds and a natural 'garden' space and coppice. There is also a quiet reflection area with benches and a gazebo/ covered structure. The school has a disabled toilet and disabled parking bay. The Reception Unit includes a covered, enclosed outdoor learning space and a low level planting garden/allotment. This area is accessible to wheelchairs and other mobility aids.

Each year group has the equivalent of three full time Teachers supported by teaching assistants. Children with additional needs and those in receipt of an EHCP have additional staff supporting them in mainstream school and in our Nurture provision (Rainbow). All children regardless of the complexity of need have access to their mainstream classroom for a proportion of their time in school.

Improving Curriculum Access

Target	Strategy	Outcome/Success criteria	When	By whom	Impact
Visual resources, including positive prompts, timelines, emotion zones to be displayed and referred to in every classroom.	Learning walks throughout school. Quality First Teaching Class checklist	A common approach throughout school for expectations of daily practise. Children to have knowledge of their day and a clear understanding of expectations.	Ongoing for all staff from the beginning of the academic year.	All Staff SLT and Inclusion team through monitoring each term	Please see current Impact Report – Updated January 2026
Regular training for teachers on adapting/scaffolding the curriculum	Undertake an audit of staff training requirements for new staff Quality First Training for all staff	All teachers are able to more fully meet the requirements of disabled children's needs with regards	Induction	Inclusion team External agencies as required.	

		to accessing the curriculum			
Classrooms are organised to promote the participation and independence of all pupils and adults alike.	Review of layout of materials and resources to ensure accessible to all children according to their need.	All pupils able to access curriculum with consideration given to individual need – positioning for children with impairments All children have access to learning tools/ arrangements that meet specific needs.	Ongoing according to needs of individuals Advice from HI/VI and other agencies	Class teachers Inclusion Team SLT Outreach	
Access to Supported Learning Provisions within each school for those children who require it	Entry and exit criteria identified, implemented and monitored. Provisions	Children who require it can access the appropriate SLP provisions in school according to entry/exit criteria.	Provisions overview is available on the school websites.	All staff Inclusion team SLT	

Improving accessibility to Written Information

Target	Strategy	Outcome/Success criteria	When	By whom	Impact
Availability of written materials in alternative formats	Class teachers to be aware of the needs of children with sensory disabilities School to be aware of ways in which written information can be converted or adjusted into different formats as needed Use of coloured overlays or rulers following identification of Visual Stress or preference.	The school will be able to provide information in different formats when required for individual purposes	As required	Class teachers Inclusion Team	Please see current Impact Report – Updated January 2026
Make school information including	Promote the availability of different or adjusted	Availability of school information for all.	As required	Class Teachers Office staff	

newsletters, prospectus available for parents in different formats as required, including by email and	formats for those that require it (including colour of paper/ type/size of font by email/paper)	Positive parent feedback.		Family support worker	
Review documentation to ensure accessibility for pupils and parents with visual impairment	Advice from Visual Impairment Service on alternative formats and use of IT software to produce customized materials. Contact other schools in the community,	All school information available for all Delivery of school information to pupils & parents with visual difficulties improved.	Ongoing for need Information sharing for transition between classes and schools Resources accessed	Class teachers, Inclusion Team Advice from HI SLT	

Improving Physical Access

Target	Strategy	Outcome/Success criteria	When	By whom	Impact
Available disabled parking space	To ensure that disabled space are is empty for the sole use of those in need	Disabled parking always available	Ongoing	All staff	Please see current Impact

Reasonable adjustments are made to the physical environment of schools according to need.	Systems in place to gain information from parents. Information to be acted on.	Timely adjustments to the physical environment to meet needs	Ongoing	All staff Outreach service Site staff	Report – Updated January 2026
Personal Emergency Evacuation plans for children with complex needs including a physical/sensory disability	Advice from Outreach service	Clear evacuation process in place additional to school procedures for individuals that require this.		SENCO with class teacher and TA	

Information to demonstrate Alumwell Infant school is complying with the Public Sector Equality Duty (PSED), and to prepare and publish equality objective/s.

Date	Compliance Evidence	Annual Impact
Eliminating discrimination and other conduct that is prohibited by the Act.	Implementation of various school policies (such as behaviour, recruitment, volunteers, teaching and learning, SEN and local offer) that ensure equal access and opportunities for everyone in our school community	Monitored through various governor committees. (see equality duty)

<p>Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.</p>	<p>Implementation of various school policies (such as behaviour, recruitment, volunteers, teaching and learning, SEN and local offer) that ensure equal access and opportunities for everyone in our school community</p>	<p>Monitored through various governor committees. (see equality duty)</p>
<p>Fostering good relations across all characteristics</p>	<p>Implementation of various school policies (such as behaviour, recruitment, volunteers, teaching and learning, SEN and local offer) that ensure equal access and opportunities for everyone in our school community</p>	<p>Monitored through governor committees. (see equality duty)</p>
<p>Equality objective/s Reasonable adjustments are made to meet the needs of all groups and individuals</p>	<p>Information gathering systems/opportunities in place to meet the needs of children, families, staff and community.</p>	<p>Monitored through governor committees (see equality duty)</p>

Identifying Barriers to Access

Question	Completed/under constant review	In Progress	Under discussion	Not yet addressed
Devising a Disability Equality Scheme				
Have we identified those who are disabled in our school?	✓			
Have we collected enough data on pupils with disabilities in our school?	✓			
Have we consulted with all disabled people with an interest in our school?		Ongoing each cohort		
Have we made good use of existing representative groups of disabled people?		Ongoing each cohort		
Do we promote positive attitudes towards disabled people?	✓			

Do we include pupils with disabilities more favourably?	✓			
Do we encourage pupils with disabilities to participate in, for example, school council / being a prefect?	✓			

Question	Completed/under constant review	In Progress	Under discussion	Not yet addressed
Physical Access				
Are your classrooms optimally organised for disabled pupils?	✓ Including Outreach service as appropriate			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library,	✓			

PE/ sporting facilities, playgrounds and common areas - allow access for all pupils?				
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓*		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		✓**		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEND and disabilities: including alarms with both visual and auditory components?	✓			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	NA			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓ NO in print communication is			

	used throughout school			
Are areas to which pupils should have access well lit?	✓			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	✓ staff aware of acoustics in rooms for SEN children			
Is furniture and equipment selected, adjusted and located appropriately?	✓			
Access to school facilities.	✓			
School sports.	✓			
How the school deals with emergency procedures.	✓			
Breaks and lunchtimes.		✓ ***		
The serving of school meals.	✓	✓		

Question	Completed /under constant review	In Progress	Under discussion	Not yet addressed
Curriculum Access				
Do lessons provide opportunities for all pupils to achieve?	✓			
Are lessons responsive to pupil diversity?	✓			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓			
Are all pupils encouraged to take part in music, drama and physical activities?	✓			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓			

Do you provide access to computer technology appropriate for students with disabilities?	✓			
Teaching and Learning.	✓			
Classroom organisation.	✓			
Timetabling.	✓			
Assessment and exam arrangements.	✓			
Preparation of pupils for the next phase of education.	✓			
Information Access				
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓ On request			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	✓			

Do you have the facilities such as ICT to produce written information in different formats?	✓			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓			
School announcements.	✓			
Access to information.	✓			

Question	Completed/under constant review	In Progress	Under discussion	Not yet addressed
Organisational				
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓ After completion of risk assessments			
Preparation for entry into school.	✓			
Grouping of pupils.	✓			

Home learning projects and practice	✓			
School discipline and sanctions.	✓			
Exclusion procedures.	✓			
School clubs and activities.	✓			
School trips	✓			
The school's arrangements for working with other agencies.	✓			
Attitudinal				
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓ As required			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓			

Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓			
Are there high expectations of all pupils?	✓			
Do staff seek to remove all barriers to learning and participation?	✓			
Access to the curriculum.	✓			
School policies, e.g. anti-bullying, SEND policies, health and safety.	✓			
Interaction with peers	✓			

An accessibility and access questionnaire was sent out in July 2023. The results of that and an accessibility walk carried out at the same time will form the Accessibility action plan.

Please see Accessibility action plan for more information on the items below

***Some doorways around school are difficult to access in a wheelchair due to angles or widths of doors. There are four steps to access two of the classrooms within school. This includes our nurture room. These rooms can be accessed by a slope on the exterior of the building but this is**

not ideal in bad weather. Apart from Reception classrooms all other classrooms have a stepped threshold also difficult for wheelchair access.

**** The signage around school has faded in some areas and needs to be replaced.**

***** The canteen ramp is not compliant as it is at the wrong slope ration and has a step at the bottom. The door to the canteen has a high threshold and therefore cannot be easily accessed by children or adults in a wheelchair. Alternative arrangements have been made for children to have lunch in alternative area until this can be rectified.**