Sandwich Infant School
Accessibility Plan

Purpose of the Plan

The purpose of this plan is to show how Sandwich Infant School is accessible for all pupils.

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA`s against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

Sandwich Infant School is accessible by wheelchair. We have 2 portable ramps for wheelchair access and one toilet has been adapted for wheelchair access.

The Current Range of Disabilities

Sandwich Infant School currently has pupils on role with specific diagnosis such as ASD but no pupils on role with a physical disability. If a child with specific disabilities were to join Sandwich Infant School we would contact the LA professionals for assessments, support and guidance.

We have some children on role who have asthma and all staff are aware of these children. Inhalers are kept in the school office and a record of use is noted.

09/01/2026

Some children have allergies or food intolerances/cultural food choices all of which are listed in class registers and on the medical list displayed in the school office, first aid room and kitchen.

All medical information is collated on the medical list and available in class registers and displayed in the school office, first aid room and kitchen.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept centrally in the school office which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Access to the Physical Environment				
Target	**Strategies**	**Timeframe**	**Outcome**	**Achieved**
To ensure, where possible, the school buildings and grounds are accessible for all children and adults.	Audit accessibility of building and grounds by Governors. Suggest actions and implement as budget allows. Ensure clerk to governors adds to list for FGB meetings.	Annually – FGB Meetings. On-going	Buildings and grounds will be monitored and improvements made when necessary. Adherence to legislation.	Drop pavement on entrance to school put in Jan 2018.
To ensure all staff and governors understand issues of accessibility and the physical environment at the School.	Brief staff / governors annually on accessibility and the physical environment. Ensure that all staff are clear about how to raise issues of accessibility.	Annually Induction of new staff	Raised confidence of staff and governors in commitment to meet access needs.	Staff inductions are carried out for all new members of staff.
To ensure that learning areas are organised to promote the participation and independence of all pupils.	Plan classrooms and other learning areas in accordance with pupil need.	Annually in September. Ongoing audit of classroom. Does it meet children's needs?	Appropriate use of resources that meet the diverse needs of all pupils.	Regular learning walks. Classroom audits every term. VI assessment completed.

	Organise resources within the classrooms to reflect pupil need. Incorporate accessibility into any proposed structural alternatives.	Learning walks throughout the year.		
To ensure all children are able to access all out of school activities i.e. school trips.	Pre-visits. Risk assessments carried out by school. Venue and coach company risk assessments obtained. Review out of school provision to ensure compliance with legislation.	All school trips Ongoing	Accessibility arrangements outlined provide equal opportunities for all children to participate in off-site activities.	On-going
Curriculum				
To continue to train staff to enable them to meet the needs of all current pupil's needs.	SENCO to review the needs of children and to provide training for staff as needed.	Annual staff training audit – September. Assessed and updated termly.	All children have access to the curriculum	Ongoing conversations with staff about the needs of their children. Staff are regularly asked to complete training as directed by SLT.
To respond to pupils' diverse needs and to overcome potential barriers to learning and assessment for all pupils.	Assessment of pupil need. Equipment provided if necessary.	Annually in Sept to inform class profile. Updated termly.	Strategies in place to enable full curriculum access for pupils with a range of disabilities.	Staff received copies of class profiles and adapt when necessary/ have the appropriate conversations. They also have access to SEN and monitoring registers.

Written Information				
To ensure all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	As needed.	All parents and members of the school community can access all information.	On- going
To ensure that parents and other members of the school community who are unable to attend due to a disability can access parent meetings.	Staff to hold parent meetings by phone or send home written information.	As needed	Parents are informed of children's progress.	3 x yearly.

Reviewed 09.01.2026 by Leanne Bennett, Headteacher.
To be reviewed annually.