Uplands Infant & Nursery School

Head Teacher: Mrs M Orton
Melbourne Road, Leicester, LE2 0DR
0116 2625280
www.uplandsinfant.org.uk

Policy Title	Accessibility Policy
Purpose	To ensure a consistent approach when dealing with accessibility.
Review Date	This policy will be reviewed annually or earlier if considered necessary. Any amendments will be presented to the Governing Board for approval. March 2027
Coordinator/s	Artee Odedra (Deputy Head Teacher) Mariam Valli (SENCO)
Signed	**Numera Ismail (Chair of Governors)**

Eco-Schools 2025 - 2026
LESSCO Low Energy Sustainable Schools
Accredited School ROUTE TO RESILIENCE IN SCHOOL | AT HOME | FOR LIFE

Uplands Infant & Nursery School

Head Teacher: Mrs M Orton
Melbourne Road, Leicester, LE2 0DR
0116 2625280
www.uplandsinfant.org.uk

Accessibility Policy 2025-2027

At Uplands Infant & Nursery School, we provide a happy, stimulating, and secure environment where every child can thrive. Through a rich and challenging learning experience, we ensure that all children reach their full potential; emotionally, physically, and academically so they are well-prepared to take their place in our diverse world.

We value every member of our school community as an individual. Our staff work as a team, sharing expertise, knowledge, and skills. Uplands Infant & Nursery School also places great importance on strong partnerships between home, school, and the wider community.

Promoting Equality

This Accessibility Plan aligns with our commitment to inclusivity and is compliant with current legislation, specifically Schedule 10 of the Equality Act 2010, relating to disability. The Governing Body is responsible for implementing, reviewing, and reporting on the progress of this plan within the prescribed timeframe.

Our Accessibility Plan is designed to complement and support the school's Equality Objectives and will be published on the school website. The Local Authority (LA) and Trust will oversee the school's compliance with the Equality Act 2010, including accessibility requirements, and will provide guidance where necessary.

Commitment to Inclusion

We are dedicated to creating an inclusive environment that ensures full curriculum access and values all pupils, staff, parents, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs. We actively promote equality in line with the Equality Act and foster a culture of inclusion, support, and awareness within the school.

Accessibility Plan Objectives

Eco-Schools 2025 - 2026
LESSCO Low Energy Sustainable Schools
Accredited School ROUTE TO RESILIENCE IN SCHOOL | AT HOME | FOR LIFE

Uplands Infant & Nursery School

Head Teacher: Mrs M Orton
Melbourne Road, Leicester, LE2 0DR
0116 2625280
www.uplandsinfant.org.uk

The Uplands Infant & Nursery School Accessibility Plan outlines the steps we will take to improve access for disabled pupils, staff, and visitors. The plan includes reasonable adjustments to accommodate their needs, with timely and relevant actions in the following areas:

- **Improving Physical Access**: Enhancing the school's physical environment by adding specialist facilities where necessary. This includes infrastructure improvements and physical aids to support education within a reasonable timeframe.
- **Enhancing Curriculum Accessibility**: Ensuring teaching strategies, resources, and support mechanisms are inclusive and accessible to all students.
- **Improving Information Accessibility**: Providing written materials, such as handouts and event information, in accessible formats as needed, within a reasonable timeframe.

Implementation and Monitoring

1. The Accessibility Plan covers key areas, including the physical environment, curriculum access, and communication of written information (see Appendix A for strategic questions used in the planning process).
2. Whole-school training will continue to raise awareness among staff and governors regarding equality issues and compliance with the Equality Act 2010.
3. The Accessibility Plan should be read in conjunction with the following school policies and documents:
    - SEND Policy
    - Health and Safety Policy
    - Disability Equality Scheme
    - Behaviour Policy
    - Equal Opportunities Policy
4. Equality Impact Assessments will be conducted as part of the regular policy review process. All governing body committees will consider Equality and Diversity issues in line with the Equality Act 2010.
5. The Accessibility Plan will be published on the school website and monitored through Full Governing Body meetings.
6. The school will collaborate with the Local Authority in developing and implementing accessibility improvements.

Eco-Schools 2025 - 2026
LESSCO Low Energy Sustainable Schools
Accredited School ROUTE TO RESILIENCE IN SCHOOL | AT HOME | FOR LIFE

Uplands Infant & Nursery School

Head Teacher: Mrs M Orton
Melbourne Road, Leicester, LE2 0DR
0116 2625280
www.uplandsinfant.org.uk

7. Our school complaints procedures cover accessibility concerns. If you have any concerns, please refer to the complaints procedure for guidance on raising these issues.

We remain fully committed to meeting our obligations under the Equality Act 2010, ensuring access to teaching, learning, and necessary support for disabled pupils within a reasonable timeframe.

IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This list should help to identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.

SECTION 1: How does our school deliver the curriculum?

QUESTION	YES	NO
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	•	
Are our classrooms optimally organized for disabled pupils?	•	
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 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?	•	

Uplands Infant & Nursery School

Head Teacher: Mrs M Orton
Melbourne Road, Leicester, LE2 0DR
0116 2625280
www.uplandsinfant.org.uk

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 activity?	•	
Do we provide access to computer technology appropriate for students with disabilities?	•	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	•	
Are there high expectations of all pupils?	•	
Do staff seek to remove all barriers to learning and participation?	•	

SECTION 2: Is our school designed to meet the needs of all pupils?

QUESTION	YES	NO
Does the size and layout of areas - including all academic, sporting, play, and social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds, and common rooms - 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 special educational needs and disabilities; including alarms with both visual and auditory components?	•	

Uplands Infant & Nursery School

Head Teacher: Mrs M Orton
Melbourne Road, Leicester, LE2 0DR
0116 2625280
www.uplandsinfant.org.uk

Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		• To be reviewed as and when required
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism, or epilepsy?		•
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?	•	
Is furniture and equipment selected, adjusted, and located appropriately?	•	

SECTION 3: How does our school deliver materials in other formats?

QUESTION	YES	NO
Do we 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?	• Widget Symbols	
Do we ensure that information is presented to groups in a way that is user-friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	•	
Do we have the facilities such as ICT to produce written information in different formats?	Large print as there is no access to Braille at present but would be made available if needed	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	•	

Uplands Infant & Nursery School

Head Teacher: Mrs M Orton
Melbourne Road, Leicester, LE2 0DR
0116 2625280
www.uplandsinfant.org.uk

Eco-Schools 2025 - 2026

LESSCO Low Energy Sustainable Schools

Accredited School ROUTE TO RESILIENCE IN SCHOOL | AT HOME | FOR LIFE

Uplands Infant & Nursery School Accessibility Plan 2025-2027

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	The curriculum is matched to the learning needs of individual pupils e.g. pupils with specific or mental impairments.	Ongoing collaboration with the LA and specialists (e.g., SNTS, EPS, SEMH) to continuously assess and address the professional development needs of our staff.	SENCO	Ongoing	All classrooms cater for the specific physical or mental impairment of pupils.
		To ensure that school develops children's awareness of disability.	Ensure that there are learning resources that show positive examples of people with disabilities in a positive light.	SENCO SLT Teachers	Ongoing	Pupils to think of people with disabilities in a positive way.

			Focus in assemblies that highlight positive examples.			
		Staff to undergo training in behaviour management strategies.	Seek advice from LA, SEMH and SNTS regarding appropriate courses for staff to attend to address their professional development needs. Staff to be trained on Team Teach methods as part of a rolling programme.	SENCO	Ongoing	Staff receive a range of range of strategies to help pupils in order to support social inclusion.
		Ensure that all school trips are accessible for pupils with learning or physical disabilities	Thorough planning and risk assessments. Advance visits and contact sites to explore opportunities for children with disabilities.	Trip leaders SENCO	Ongoing	School visits are accessible for all pupils.

			Ensure that buses booked have wheelchair access.			
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Wheelchair lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Push to open the door at the main entrance	Ensure all disabled pupils, staff and visitors can be safely evacuated.	Ensure there is a personal emergency evacuation plan (PEEP) for disabled pupils.	Premises Officer Business Manager	Ongoing	Pupils and staff are safe. Inductions are carried out for all new staff. All high-needs pupils are accompanied by a designated TA.
		Ensure access to signage across the school is clear for all.	Carry out an audit of signage around the school to ensure it is accessible for all.	Premises Officer	Ongoing	Signage will be clear and concise. The meaning will easily be communicated through the use of tests and visuals where necessary.
		To maintain a safe and accessible environment in school.	Regular audit of environment completed.	SENCO Premises Officer	Ongoing	A safe and accessible environment is maintained in the

						school via room audits.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille (if required) • Pictorial or symbolic representations	All parents have access to information about curriculum matters.	Curriculum areas are to be included on the website. Meetings for parents are to be held at the start of the year. Induction for newly arrived children and parents.	SLT SENCO	Ongoing	Parents have information about the curriculum and topic areas. Parents to feel confident in supporting their children with home learning.
		Ensure staff are confident in using alternative communication systems, e.g. use of visual cues, objects, actions, or pictures.	Training workshops Widget Software	SENCO	Ongoing	School-wide alternative communication systems are in place and being used. Personalised systems in place where appropriate.

		To continue to offer parents the opportunity to develop their own skills and knowledge in order to support their child's learning more effectively.	To provide further training in any requested area of the curriculum to enable parents to support their child at home.	Family Liaison Officer	Ongoing As required	Parents are more confident to support their children with learning at home.