

## Thames Ditton Infant School Accessibility Plan 2025-2026

### 1. Increasing access for Pupils with SEND (Special Educational Needs and Disabilities) to the School Curriculum

Objective	Action	Person/Team Responsible	Time Scale	Resources	Monitoring
To ensure that we have an all inclusive curriculum	Ensure that all pupils are fully included in all aspects of the curriculum by providing a personalised and appropriate curriculum for pupils with SEND.	SENDCO, Class teachers	Ongoing	SEND budget & LA funding	All pupils with SEND on the SEN register have a Support Arrangements Plan (SAP) which includes their needs in relationship to the curriculum and this is monitored termly
	Ensure that pupils with SEND are fully included in PE lessons, liaising with outside agencies for specialist advice where necessary.	Class teachers, PE Co-ordinator	Ongoing	SEND budget & LA funding	All current pupils are participating in PE sessions. Some with high level need are needing significant additional support, which is being provided.
	Remove barriers to learning by ensuring that appropriate resources are available to support pupils with SEND e.g. height adjustable chair, sand tray, sloping writing boards, worksheets written on coloured paper, pictorial instructions etc.	SENDCO, Class Teachers	Ongoing	SEND budget & LA funding	All specific resources needed to support pupils with SEND are noted on SAPs and are either purchased through the SEND budget or are purchased/loaned by Outside Agencies.
	Ensure appropriate deployment of learning support assistants /TAs to facilitate access to all aspects of the curriculum by pupils with SEND.	SLT	Ongoing	SEND budget & LA funding for SEN	Pupils with an EHCP have their provision outlined in an EHCP provision timetable, with a specific allocation of a Teaching Assistant according to their needs and the funding banding confirmed within it. All other SEND interventions are recorded and monitored by the class teacher, the staff delivering the intervention, and the SENCo.
		Class Teachers	Ongoing		
		ICT co-ordinator,	Ongoing		

	<p>Ensure pupil grouping within the classroom and peer support is used effectively to maximise inclusion for SEND pupils.</p> <p>Ensure that ICT within the classroom and on the school's Learning Platform is used effectively to maximise inclusion for pupils with SEND.</p> <p>Ensure that all pupils have access to every part of the curriculum including school trips, class or year group assemblies, Sports Day, clubs, and Pupil Panel.</p>	<p>SENDCO &amp; Teachers</p> <p>SENCO</p>	<p>Ongoing</p>	<p>This is monitored by the HT and SENDCo during lesson observations and learning walks.</p> <p>Provision is made for those pupils with sensory issues in class with ICT.</p> <p>Needs of specific pupils are carefully considered before school trips and extra adults are taken to support specific pupils where necessary. These, as well as any extra requirements, are included in the risk assessment completed prior to the trip. Specific pupils have their own risk assessment plans for trips. Other activities are also carefully considered by class teachers and SENDCo in order to allow for all children to access every part of school life. Children on reduced timetables are invited into school for specific activities (e.g. workshops, class cube jar treats) that they would otherwise miss.</p>
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<b>2.Improving Access to the Physical Environment of the School</b>					
<b>Objective</b>	<b>Action</b>	<b>Person/ Team Responsible</b>	<b>Time Scale</b>	<b>Resources</b>	<b>Monitoring</b>
To ensure that the school environment is accessible to all pupils	Ensure that all areas of the school are accessible to learning and accommodate the needs of disabled pupils e.g. there is enough space for pupils with mobility difficulties to move around, quiet spaces, appropriate seating and lighting for visually and hearing impaired pupils.	HT, SENDCO, H&S Governor	Ongoing	SEND budget & LA funding for SEN	All classrooms with pupils with a disability are checked and monitored by the SENDCo and where necessary PSSS/OT. All classrooms are currently accessible by all pupils with disabilities. We have a large disabled toilet available to assist pupils with toileting needs. As a school we are fully committed to making reasonable adjustments, in conjunction with the Local Authority where appropriate.
	Review the school environment as a whole for accessibility e.g. water fountains, playground, toilets, access doors and gates, ramps and steps.	H&S Governor	Termly H&S Inspection	School premises budgets/ LA funds	Health & Safety and fire risk assessment checks are regularly carried out to ensure the school environment is safe. Disabled pupils will be given a PEEP (Personal Emergency Evacuation Plan) or have specific instruction included on a risk assessment (as advised by PSSS).
	Ensure that there is a transition plan for pupils entering reception who have a disability, SEND or medical need to enable them to adapt to school; liaising with parents/carers, feeder nurseries and outside agencies where appropriate.	SENDCO, Early Years Subject Lead/CT	Ongoing		Transition meetings are held with parents, outside agencies and nursery providers with pupils who enter the school with SEND or medical needs. TAF (Team Around Family) meetings are set up as necessary.
	Ensure that there is a transition plan for Year 2 pupils with SEND or medical need; liaising with parents/carers, receiving schools, SENDCO and outside agencies where appropriate.	SENDCO, Yr2 CTs	Ongoing		Transition arrangements are in place for Y2 pupils' information to be shared with the Year 3 class teachers and SENDCo depending on the child's need.

### 3. Improving the Delivery of Written Information to pupils with SEND

Objective	Action	Person/Team Responsible	Time Scale	Resources	Monitoring
To provide written information/material in alternative formats	<p>Ensure that the school values and class Group Plan are displayed in both sign/symbol format and written form.</p> <p>Continue to provide visual timetables in order to help all children understand the school day. Provide individual timetables for specific children e.g. Now/Next cards.</p>	<p>All staff</p> <p>Class teachers SENDCO</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>School funds</p>	<p>School values are displayed outside the school and inside for pupils to read. Class Group Plan are located in each class. Visual symbols are used for specific pupils. Widget symbols are used around school.</p> <p>Unified and consistent visual timetables are used in all classes across the school. Individual now/next boards are used with high needs children across the school and with all children in The Nest.</p> <p>Enlarged copies of documents will be made at the appropriate font size whenever necessary and we also use technology e.g iPADS to support the delivery of lessons to our pupils whenever possible. For certain pupils, specific SEND ICT equipment is loaned to school.</p>

Written By: Monika Dennemont

Date: Autumn term 2025

Ratified by

On behalf of the Governors

Date to be reviewed: Autumn Term 2026