



# Our Accessibility Plan

February 2025 – January 2028

**“No child left behind...  
No barrier can't be overcome...”**

To chat to us about this  
plan, please get in touch



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# Welcome to our 3 Year Accessibility Plan for SEND

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## Introduction

This accessibility plan is our three-year strategy for how we ensure that our school is inclusive and accessible for all children. It tells you what we believe, our goals and the steps we plan to take to make Dobcroft Nursery Infant School even better.

Accessibility may mean physical adjustments to our school buildings and environment, but it also includes accessibility to all other areas of school life. Changes to buildings are especially important for people with physical difficulties. For another child, who is neurodivergent for example, improving access may mean providing support such as; wobble cushions or fidgets, visual timetables, an individual curriculum, movement breaks and/or a sensory space.

Accessibility does not mean removing every barrier. Some barriers can't be removed. But it does mean finding creative ways to overcome the barrier, and we will work together with parents/carers, school staff and most importantly the child, to find a workable solution.

## Our Accessibility Plan vs our Policy

Our plan covers both our plan and policy. We think it's best to put both in the same place. We just call it a plan so it's clear that it's about what we will do.



# Our Goals

Our goals reflect our school's ambitions. And they are also informed by what our parents and carers say matter to them and their children.

<p style="text-align: center;"><b>1</b></p> <p>All children have been exposed to a good range of disabled role models (including a diverse range of needs).</p>	<p style="text-align: center;"><b>2</b></p> <p>There is no bullying and/or discrimination of children because of their SEND.</p>	<p style="text-align: center;"><b>3</b></p> <p>Every child leaving our school treats disabled people with respect and dignity.</p>
<p style="text-align: center;"><b>10</b></p> <p>2027/28 attendance of SEND pupils is the same as the whole school average.</p>	<p style="text-align: center;"><b>The final word</b></p> <p>These ten goals reflect that we have the highest ambitions for all our children and want to give them every opportunity to thrive.</p> <p>We want them to be understood, feel they belong and have friends, good communication and literacy skills and lay foundations for good physical and mental health for life.</p> <p>This plan will ensure that our school will continue to prioritise accessibility to benefit future generations of children in our community.</p>	<p style="text-align: center;"><b>4</b></p> <p>No child leaves Foundation Stage without having been invited on a playdate/social activity outside of school.</p>
<p style="text-align: center;"><b>9</b></p> <p>All children are supported to access social opportunities during the school day as a result of changes that we have made to provision during break and lunch times.</p>		<p style="text-align: center;"><b>5</b></p> <p>The curriculum is adapted so that all children can take part in learning with other children.</p>
<p style="text-align: center;"><b>8</b></p> <p>Our termly parent coffee mornings are co-produced and enhance the level of SEND know-how in our families.</p>	<p style="text-align: center;"><b>7</b></p> <p>We always aim to identify needs quickly. Their parents/carers are then offered information to help them understand how we can best work together to support their child.</p>	<p style="text-align: center;"><b>6</b></p> <p>All children leave Y2 able to communicate their needs and to interact with peers and adults at school, either verbally or through an alternative means of communication.</p>

# Our Plan

## What's in our Plan?

Our plan is broken down into three parts

- Our children's learning
- Our Classrooms, buildings and environment
- Our written information

## What's not in our Plan?

We do lots to **maintain** previous improvements to accessibility at our school. For example, we repaint white edges onto outside steps. This keeps school safer for people with vision loss. However, we generally don't include these actions in this plan because the plan is about how we'll make things even **better** (and not just maintain what we already do).

However, if, for example, our staff do further autism training, we would put that in the Plan, because new learnings would have been taken from it that increase and improve our understanding, teaching techniques and support..

For every target the key question we asked is "Will it make it **better** at the end of Year 3 of this plan than it was at the start of Year 1 of this plan?"

## What do we mean by?

- SENDCo is short for Special Educational Needs & Disabilities Co-ordinator
- SBM is short for School Business Manager

# Our Children's Learning

When & Who?	Target	Comments
From February 2025 All staff	Goal 1... All children have been exposed to a good range of disabled role models (including a diverse range of needs).	We will make sure that children have opportunities within the curriculum to learn about different types of disabilities and SEND. We will do this through holding special assemblies, using books with inclusive role models, anti-bullying and RSHE curriculum amongst other things.  By 2028, pupils or their parents and carers will be able to discuss their own area of SEND and role models they admire. We will support them to better understand their SEND or their child's SEND so they can self-advocate and share their individual preferences e.g. sensory needs.
Spring 2028 SLT	Goal 2... There is no bullying and/or discrimination of children because of their SEND.	Goal 1 will help foster the culture of inclusivity and increase understanding of different types of disability both inside and outside the school.  We currently have Playground Leaders and Healthy Minds Champions who support pupils at playtimes. We will provide extra training for them

		<p>around SEND support and individual profiles and preferences.</p> <p>We will train staff in how to use restorative questioning. This will help staff to help children think about how their actions have made others feel, and how to make things right again.</p> <p>We will monitor behaviour incidents and discussions with staff and pupils. This will allow us to put support in place quickly to help pupils make the right choices.</p> <p>We will hold a whole school Anti-Bullying week each year. This will allow us to explicitly teach children how to care for each other and be a good friend.</p>
February 2026 All staff SENDCo	Goal 3... Every child leaving our school treats disabled people with respect and dignity.	<p>We want to help pupils to treat each other with respect and dignity and understand differences between them.</p> <p>To achieve this, we will buy books and resources for classes that will develop acceptance and SEND self-awareness.</p> <p>We will also hold special assemblies, lessons and celebratory events. This will raise awareness of SEND with all pupils.</p> <p>We will ensure that all children in our school community are included in with all activities within our school wherever possible.</p>
Spring 2025 FS2 staff SENDCo	Goal 4... No child leaves FS without having been invited on a playdate/social activity outside school..	<p>We will train more Playground Leaders so that they can support SEND pupils successfully at lunchtime to make friends.</p> <p>We will use the whole school Anti-Bullying week to strengthen friendships in school. Children will take part in activities around being a good friend and develop their friendship skills. We will give them opportunities to make new friendships and work with other children from across school.</p> <p>We will support our children with SEND who may struggle with social communication and interaction through scaffolding play opportunities both in our classroom environments and also in extracurricular activities such as after school clubs and wraparound care. The school will actively seek and encourage extra curricular activities which are inclusive and accessible for all.</p> <p>We will continue the education across the school community about SEND and inclusion. Events such as SEND coffee mornings and information sessions, school newsletter and celebration newsletters help to raise the profile of SEND</p>

		across school.
Spring 2026 All staff SENDCo	Goal 5... The curriculum is adapted so that all children can take part in learning with other children.	<p>We will update our Assessment Policy so that teaching staff are clear on ways they can check children have understood their learning.</p> <p>We will train staff how on to use different teaching approaches within the mainstream classroom, and nurture rooms.</p> <p>We will ensure our Butterfly Room provision includes work on the skills that the children will need in life, for example, interaction, sharing and joint attention skills.</p> <p>We will support all pupils in school to successfully manage their feelings and behaviour. We will teach all children about emotions and self-regulation through 'Zones of Regulation'. We will also run small groups to help children discuss their feelings and develop strategies for when they are feeling anxious, stressed or angry.</p>
Spring 2027 FS and KS1 staff SENDCo	Goal 6 All children leave Y2 able to communicate their needs and to interact with peers and adults at school, either verbally or through an alternative means of communication.	<p>We will assess all SEND pupils on their receptive and expressive language levels so we understand their needs and support them correctly. We will train more staff to be able to run language groups. We will also train staff in Makaton and encourage all pupils to use Makaton. This may include classes using Makaton for Christmas performances.</p> <p>We will offer support to parents to help pupils develop their language skills in school and at home.</p> <p>We will also support pupils with alternative means of communication such as through communicate in print, Picture Exchange Cards or word maps to help support them to communicate. We will be training our staff on different language learning styles like Gestalt and echolia.</p>
Spring 2025 SENDCo	Goal 7... We always aim to identify needs quickly. Their parents/carers are then offered information to help them understand how we can best work together to support their child.	<p>We will ask parents to meet with us as soon as we identify a child may have additional needs. We will explain about how we identify need and how we can support a child. This might include working with professionals/charities from outside school to help support and offer guidance, for example, a GP.</p> <p>We will help families to support children at home by giving advice about how to do this.</p>

<p>July 2025 SENDCo</p>	<p>Goal 8 Our termly parent coffee mornings are co-produced and enhance the level of SEND know-how in our families.</p>	<p>We will consult and work with parents/carers to hold workshops around concerns they have about their children such as sleep, anxiety, coping with change, autism. This will help our families to understand the needs of their children and provide peer support within the local community.</p>
<p>Summer 2026 SLT</p>	<p>Goal 9... All children are supported to access social opportunities during the school day as a result of changes that we have made to provision during break and lunch times.</p>	<p>We will consider sensory preferences and make sure there are spaces that children can go to that are quieter.</p> <p>We will provide structured activities that help children to calm and regulate themselves</p> <p>We will make sure all children and adults know about these spaces. All adults will then help children to make a choice about which space works best for them so they have successful breaks and lunchtimes.</p> <p>We will train our playground leaders to support with play for vulnerable children.</p>
<p>Ongoing Feb 2025 SENDCo</p>	<p>Goal 10 2027/28 attendance of SEND pupils is the same as the whole school average.</p>	<p>We will monitor attendance each term for SEND pupils. For pupils who have low attendance, we will meet with parents/carers to support them and their child. We will make changes to the day to help pupils attend school regularly, such as using a different entrance or having a regular job or morning activity for them to complete.</p>

# Our Classrooms, building and environment

When & Who?	Target	Comments
July 2025 SENDCo SBM	We will renovate the old Caretaker's house and set it up for use as our SEND hub provision (butterfly room).	We will ensure that the building is fit for purpose as a space for children who are not always educated within a mainstream classroom. We will use advice from Autism, Social Communication, Education and Training Service (ASCETs) and the Rowan Outreach to support us in creating an engaging environment within the house for our hub provision.
Jul 2025 SENDCo	We will review fire evacuation information throughout the building to ensure that it is communication friendly for all.	The information should be as easy to access as possible for emerging-readers, and children with SEND to access. Create fire packs for vulnerable children including ear defenders and fidget toys.
Date Tbc SBM	When the need for repair / renovation arises, we will have contrasting colour nosing on our steps.  If a new/existing pupil needs this, we will act on this sooner.	Steps that have a different colour to mark the edge are safer and more accessible for people with vision or physical difficulties.



# Our Written Information

When & Who?	Target	Comments
Dec 2025 SBM	We will ensure school policies and information shared with parents e.g. newsletters, emails, text messages are clear and accessible to all parents.	As we update school policies, we will ensure that the information is clearly explained for parents/carers and others who may want to read it.  Our website will contain up to date, relevant information for parents and carers about different SEND needs and the support that is offered in Sheffield.
Sept 2025 SBM	We will update signage (e.g. in both reception areas, school notice board, FS classroom entrance) so that parents and carers know who can help them if they need any support.	Signage will say "If you would like some help with School Forms please come to reception if you are stuck or struggling. We'll do our best to lend a hand. Mrs Godwin and Mrs Dennison.  <b>If you would like some help with Health Forms</b> please get in touch with our SENDCo Mrs Holmes if you are stuck or struggling. You can get in touch via reception or email: <a href="mailto:senco@dobcroft-inf.sheffield.sch.uk">senco@dobcroft-inf.sheffield.sch.uk</a>
Jul 2025 SENDCo	We will conduct a sensory audit of the school environment, in particular looking at classrooms, revisiting our approach to displays so that they balance inspiration and stimulation, learning and accessibility.	SENDCo will complete a learning walk and sensory checklist to see where we might improve in creating low-arousal environments, whilst still considering the engagement of all children. Teachers will have training on how to create 'safe spaces' and low sensory areas for children, both within their classrooms and in separate spaces.

# How do we monitor the Plan?

## SENDCo review in February

Our SENDCo will review this plan every February. This means:

- Re-reading the plan.
- Making updates if needed.
- Chasing up leaders and staff if targets need further work to get them complete.
- Reminding leaders and staff what they need to do this year.

The agreed plan will then be put onto our website.

The SENDCo will use this plan to inform and write the annual SEND development plan.

## Asking People

We will ask for parents' views on SEND in our annual parent surveys and in our review meetings.

We will ask the children for their help to create their One Page Profiles, which explain how they like to be supported in class.

This will help us think about how we are doing and where we go next.

## Our Governors

Our Governors agree that the head teacher can approve and deliver the Accessibility plan. The SEND governor will monitor the plan as part of their summer term visit. Each year of the plan they will focus on:

- In Year 1: Our classrooms and buildings
- In Year 2: The curriculum
- In Year 3: Written resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been.

We have set some ambitious goals,, but we will do our best to reach them – because they are the areas that matter to the children and families in our school community.

# Extra Info

## Disability vs SEN?

Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, our Plan goes beyond that and include access for all children and adults with SEN as well as disabilities.

In schools,

- A pupil with SEN normally means a person needs SEN provision to meet their needs, for example:
  - Dyslexia
  - Language delay
  - Anxiety
- Disability means a person has a long term condition that has a substantial impact on their daily life, for example:
  - Autism
  - Downs Syndrome
  - Cerebral palsy

Most conditions that can be SEN can also be disabilities.

We recognise that some people don't consider themselves disabled but take a view that it is the world around them that disables them, rather than their condition. This is called the "social model of disability". Our Plan aims to improve accessibility regardless of how the disability occurs.

## Staff with SEND

The school also has duties towards disabled staff. We will:

- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Provide appropriate support for employees with disabilities so that they can be successful in their work.
- Make reasonable adjustments so that staff can fully access the workplace.

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**“An inclusive school is a great benefit to everybody – not just children with SEND, but it’s a great benefit to all of us, to share in our humanity...**

**It just makes us into better people, doesn’t it?**

**If we want to make society a more inclusive place, why would we leave our schools til last?’**

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Sarah, a parent, gives her views in the report “Accessibility Plans as Effective Tools for Inclusion in Schools?” (Sept 2019).

