



Ryhope Infant School Academy

Information Sharing Report

Review Date: September 2026

Next Review Date: September 2027

Person in charge: Miss Lumsden (SENDCo)

Question 11

How is our school accessible to children with SEND?

Our approach to accessibility

At Ryhope Infant School Academy, we are committed to ensuring that all children, including those with special educational needs and disabilities (SEND), are able to access learning, participate in school life and feel included as valued members of our school community.

We recognise that accessibility is not only about physical access to the school building. Children may experience barriers relating to learning, communication, sensory needs, physical needs, emotional regulation, independence or access to information.

We aim to identify and remove barriers wherever possible and make reasonable adjustments so that children with SEND and disabilities can participate as fully as possible in school life.

Ryhope Infant School Academy has been designed to support accessibility and is located **entirely on one level, with no steps or stairs**, enabling children with physical disabilities or mobility difficulties to move around the school more easily.

Our accessible facilities include:

- level access throughout the school building

- no internal steps or stairs
- an accessible toilet
- appropriate changing facilities for children who require support with personal care
- accessible classrooms and learning spaces
- accessible outdoor learning areas and playground spaces.

All of our outdoor areas are accessible, enabling children with SEND and disabilities to participate in outdoor learning, play and wider school activities alongside their peers.

How do we make the school physically accessible?

We work with children, parents, carers and, where appropriate, external professionals to understand individual access requirements.

Where a child has a physical disability, medical need, sensory need or mobility difficulty, we consider what reasonable adjustments and additional arrangements may be required. These may include:

- access into and around the school
- classroom layout and seating arrangements
- access to toilets and changing facilities
- access to outdoor areas and playgrounds
- specialist furniture or equipment
- adaptations to resources
- individual evacuation or emergency arrangements where required
- additional adult support where appropriate.

How do we make learning accessible?

We believe that all children should have access to a broad, balanced and ambitious curriculum. Teachers use high-quality, inclusive teaching and adapt learning to take account of children's individual strengths, needs and barriers to learning.

Adaptations may include:

- breaking learning into smaller, manageable steps
- using clear and simple language

- providing additional modelling, repetition and opportunities for overlearning
- using visual resources, symbols, photographs and practical resources
- allowing additional processing time
- using practical and multi-sensory approaches
- pre-teaching and revisiting key vocabulary
- providing scaffolds and prompts
- adapting how a child records or communicates their learning
- using specialist resources, equipment or technology where appropriate
- providing additional adult support where appropriate
- providing movement or sensory regulation opportunities.

How do we support children who find the mainstream classroom overwhelming?

We recognise that some children may find a busy or highly stimulating mainstream classroom overwhelming.

For children who require a smaller, calmer and more structured learning environment, we offer access to our Butterfly Group where this is appropriate to their individual needs.

The Butterfly Group is part of our inclusive mainstream provision and can provide:

- a smaller learning environment
- increased adult interaction and support
- a calm, structured and predictable environment
- consistent routines and visual support
- learning broken down into smaller steps
- additional repetition, modelling and overlearning
- practical and multi-sensory learning opportunities
- support for communication and interaction
- support for attention, engagement and independence
- opportunities for sensory and emotional regulation
- learning adapted to individual starting points and developmental needs.

How do we support communication and interaction?

Some children may require additional support to understand language, communicate their needs or participate in learning and social interaction.

Depending on individual need, we may use:

- individual visual timetables and visual prompts
- Now and Next boards
- symbols, photographs or objects
- communication boards or other communication systems
- simplified and adapted language
- additional processing time
- modelling and repetition
- structured opportunities for communication and interaction.

How do we support sensory needs?

We recognise that aspects of the school environment can sometimes create sensory barriers for children. Depending on individual need, reasonable adjustments may include:

- access to quieter or calmer spaces
- reducing unnecessary visual or auditory distractions where possible
- adapted seating or positioning
- planned movement or sensory breaks
- sensory resources or equipment where appropriate
- adaptations to routines or the environment
- preparing children for changes to routines or unfamiliar experiences.

How do we make information accessible?

We aim to present information in ways that children can understand and access. Depending on individual needs, this may include:

- visual support
- symbols and photographs
- simplified or adapted language
- larger print or alternative formats where required
- practical demonstrations
- repetition and modelling
- technology or specialist equipment where appropriate.

How do children with SEND access the wider life of the school?

We are committed to ensuring that children with SEND have opportunities to participate in the wider life of the school alongside their peers wherever possible.

This includes educational visits, performances, celebrations, clubs, enrichment activities, outdoor learning, physical education and other school events.

Before activities and visits, we consider whether reasonable adjustments or additional arrangements are required. These may include:

- adapting activities or resources
- considering the accessibility of venues
- providing additional adult support where appropriate
- making appropriate transport arrangements
- ensuring medical needs can be safely supported
- preparing children in advance using visual information, photographs or social stories
- adapting equipment or expectations where appropriate.

How do we plan to improve accessibility?

The school has an Accessibility Plan which is reviewed and updated in accordance with statutory requirements. The plan considers how we can continue to improve accessibility in three key areas:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information for disabled pupils.

What happens if my child has a specific access requirement?

We encourage parents and carers to tell us about any access requirements before their child starts school or as soon as a need is identified.

The class teacher, SENDCo and Headteacher will work with families and, where appropriate, relevant professionals to identify barriers and consider reasonable adjustments.

For children with more complex needs, individual arrangements may be developed to support areas such as physical access, communication, medical needs, sensory needs, personal care, emergency evacuation, transition and access to learning and activities.

Where specialist equipment or significant adaptations are required, we will work with parents and carers, the Local Authority and relevant professionals to consider how the child's needs can be met.

Working together to improve accessibility

Parents and carers have valuable knowledge about their child's individual strengths and needs. We will work in partnership with families and, where appropriate, external

professionals to identify barriers and consider the most effective ways of supporting each child.

Our aim is to ensure that every child is able to access learning, participate in school life, develop independence, build positive relationships, feel safe and included, and make meaningful progress from their individual starting point.

We are committed to reviewing and developing our provision so that our school continues to become increasingly accessible and inclusive for all children.