Accessibility Plan 2025-28

Fringford C of E Primary School

Approved by:	Full Governing Body	**Date:** July 2025
Next review due by:	July 2028	

Contents

1. Aims 2
2. Legislation and guidance 2
3. Action plan 3
4. Monitoring arrangements 5
5. Links with other policies 5

---

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Increase the extent to which disabled pupils can participate in the school's curriculum

▪ to investigate how to improve access to areas of the curriculum that are challenging for disabled pupils;

▪ to investigate alternative provision and partnership working to assist disabled students to learn, including liaison with the Special Educational Needs Support Service

The school plans to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning, the wider curriculum of the school and extends to participation in after-school clubs, cultural activities or off-site visits.

The school will continue to seek and follow the advice of LA services and of appropriate health professionals from the local NHS Trust. This strand of the planning duty will help improve access to a full, broad and balanced curriculum, ensuring that teaching and learning is accessible through school organisation and support, including deployment of staff including timetabling and staff information and training.

The school will take action to ensure that disabled members of the school community are seen in a positive light, providing positive role models of adults with disabilities to encourage success and achievement and enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.

Adaptations already in place

Every attempt is made to ensure that pupils with disabilities participate fully in all aspects of school life, including all trips and residential visits.

Access arrangements are made for Key Stage 2 SATs including extra time, scribes and readers.

The engagement model is used when appropriate to measure the progress and achievement of specific pupils and to set them challenging, attainable targets.

Liaison with external services and agencies provides support in meeting individual children's needs with high expectations for their learning and achievement.

Extra-curricular activities are accessible to all.

Children are supported by staff with appropriate skills and training.

Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school

▪ to investigate ways of making the site more accessible to both disabled pupils and parents.

The school will take account of the needs of pupils, parents and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, exterior surfaces and paving, parking areas, building entrances and exits (including emergency evacuation routes), internal and external doors, gates, toilets and washing facilities, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, adapted toilets and washing facilities. Physical aids to access education cover things such as ICT equipment, specialist desks and chairs and classroom aids.

Adaptations already in place

The main school building is fully accessible to current pupils with physical disabilities and to wheelchair users.

Disabled toilet facilities are available in the school's main building.

Liaison with relevant outside agencies ensures that all necessary changes in the classroom and wider school environment are made to accommodate individual pupils.

Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

• to produce all school information in the correct format to help pupils, parents and visitors with a disability

• to investigate alternative ways of providing access to information;

The school plans to improve the delivery of written information to pupils, parents and visitors with disabilities. Information should be made available in various preferred formats within reasonable scope.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – accessible to disabled pupils.

The school will also consider how to increase information accessibility for those who have English as an additional language.

Adaptations already in place

Visual timetables are used in all classrooms.

TAs use visual resources to support children with specific learning difficulties to engage them in learning.

Some pupils are also provided with individual copies of information given on the IWB or additional monitors are used should visual tracking be an issue.

Staff are always happy to chat with parents after school or arrange meetings at a mutually convenient time.

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by the school's governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy