



Start children off on the way they should go, and even when they are old they will not turn from it.”

Proverbs 22:6

ACCESSIBILITY PLAN

Adopted	Autumn Term 2025
Committee	Full Governors
Review Date	Autumn Term 2028
The scope of this policy is Forsbrook CE Primary School and Nursery	

We are a Christian school where quality and opportunities make a difference. We value all children as unique ‘Children of God’ and nurture each other to show **LOVE** in our relationships and a **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote **POSITIVITY**, celebrate **COURAGE**, demonstrate **RESPONSIBILITY** and share **JOY** through...

‘Learning, loving, laughing in the light of Jesus’.

Aims

Forsbrook CE Primary School aims to treat all stakeholders, including pupils, parents, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The Purpose of the Plan

The purpose of this plan is to show how Forsbrook CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day- to day activities

What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
2. Forsbrook CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. The Forsbrook CE Primary School Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly.

The Accessibility Plan contains relevant and timely actions 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 prepared for life as are the able-bodied pupils. This

encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy,
- Equality and Diversity Policy
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Aim: Increase access to the curriculum for pupils with a disability

Aim: Improve and maintain access to the physical environment

Aim: Improve the delivery of information to pupils, parents and visitors with a disability

Aim: Increase access to the curriculum for pupils with a disability			
Activity	Responsible	Timescale	Outcome
Staff training: Ensure that all staff have relevant up-to-date training to meet to the needs of ALL pupils and ensure that ALL pupils have full access to the curriculum.	KC SENCO	Ongoing	All pupils can engage with and enjoy all elements of the curriculum and are supported effectively by all staff.
Resources: Ensure that resources are tailored to the needs of pupils who require support to access the curriculum.	All staff with support from SENCO	Ongoing	All pupils can access resources used to support the curriculum
Curriculum Design: Ensure that curriculum design takes into account the needs of all pupils and steps are taken to ensure pupils can access all elements of the curriculum. Ensure that the curriculum allows opportunities to celebrate difference Ensure that the curriculum is reviewed regularly taking into consideration the ever-changing needs of pupils.	Subject leaders	Ongoing	All pupils have access to a broad and balanced curriculum All pupils are aware of the differences within our school community and beyond, and celebrate this.
Progress: Ensure that curriculum progress is tracked for all pupils, including those with a disability. Ensure targets are set effectively and are appropriate for pupils with additional needs.	All staff with support from SLT	Ongoing	The progress of all pupils is tracked to ensure that ALL pupils have the best possible chance of meeting aspirational targets set in-line with their own starting points Small steps progress is tracked through individual education plans or education health care plans and monitored regularly
Transition: Ensure that there is effective communication between staff, parents, settings and external agencies so that ALL pupils have the best possible start year on year or from setting to the next.	All Staff SENCO	Yearly In-Year (where relevant)	Staff have an excellent understanding of pupil's needs and therefore can plan according to ensure that ALL pupils have full access to the curriculum from the onset
Extended curriculum: Ensure that all pupils have access to out-of-school activities or extended school activities and reasonable adjustments are made to ensure that pupils can enjoy and achieve.	KC SENCO	Ongoing	ALL pupils are able to access the extended curriculum and take part in extra-curricular activities of their choosing

Aim: Improve and maintain access to the physical environment			
Activity	Responsible	Timescale	Outcome
Classrooms: Ensure that classrooms and other learning spaces (library, nurture room) are organised in a way that promotes independence for all pupils	KC	Ongoing	Classrooms accommodate the needs of ALL pupils so that curriculum time is maximised and physical disruption kept to a minimum. ALL pupils can access classrooms and classroom resources independently
Access around school: Ensure that pupils, staff, parents and visitors can access all areas of the school, including those areas used for out-of-school activities.	KC Governing board	Ongoing	All pupils, parents, staff and visitors can access all areas of the school safely and independently All pupils, parents, staff and visitors can exit the school safely in the event of an evacuation.
Toilets/Changing facilities: Ensure that all pupils, staff, parents and visitors have access to toilets and changing facilities Ensure that toilets and changing facilities can be accessed easily and independently.	KC	Ongoing	All pupils, parents, staff and visitors can access toilets and changing facilities independently and safely.
Parking access: Ensure that the school car park is equipped with a disabled parking space for staff, parents and visitors. Ensure that measures are taken within risk assessments and planning for extra-curricular events so that staff, parents and visitors can park and access the premises safely and independently.	KC	Ongoing	All staff, parents and visitors are able to fully access the school premises, including for extra-curricular events, by parking close to entrances and exits

Aim: Improve the delivery of information to pupils, parents and visitors with a disability			
Activity	Responsible	Timescale	Outcome
Parents & Visitors: Ensure that written material produced by the school is available in different formats to include (where necessary) large print, braille, alterative languages Liaise with the local authority to gather information for how to access information in alternative formats	KC	Ongoing	All parents & visitors have full access to written information about the school All parents & visitors are fully informed about school activities and feel part of our school community.
Pupils: Ensure that written material and curriculum resources are available in different formats for pupils to access the full life of the school (For example, large print, dyslexia friendly overlays or coloured fonts, pictorial/visual cues, sign language	KC SENCO	Ongoing - September (where necessary)	All pupils have access to the written information needed to enjoy the full life of the school. Pupil well-being is improved and ALL pupils feel they have a positive role to play in their school community and can make a valuable contribution