



**Learning for Life**

**Fawbert & Barnard's Primary School**

**Accessibility plan 2024 - 2027**

Ratified by Governors: October 2024

Review Date: October 2027

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# 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.

At Fawbert and Barnard's we are committed to the care and success of every individual in our school community. We aim to educate and develop everyone to become active learners, thus enabling them to become effective, confident, independent members of society ready to embrace learning for life.

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.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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.

## **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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a varied curriculum, adapted to meet the needs of all pupils</li> <li>• Mastery approach – offers a variety of VAK opportunities</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all groupings</li> <li>• Targets set in One Plans promote progress for pupils with SEND</li> <li>• Interventions based on good research (EEF)</li> <li>• TAs deployed effectively</li> <li>• Enhanced provision for pupils with VI</li> <li>• Learning Mentor /Drama workshops / Music Sessions</li> <li>• Zones of Regulation</li> </ul>	<p>To further embed High Quality Teaching for all</p> <p>To secure One plans as the main drivers to ensure progress</p> <p>To develop opportunities for EAL pupils to access the curriculum by using BELL assessments to increase support</p> <p>To celebrate pupils with disabilities</p> <p>To ensure that quality resources are tailored to meet the learning needs of the students</p>	<p>Embed</p> <ul style="list-style-type: none"> <li>• High quality teaching in every class – support for ECT/student/new teachers?</li> <li>• One plans accessible to all staff as required</li> <li>• purchase resources linked to a specific disability</li> </ul> <p>Resources to be provided for chn with EAL. Flash cards/word mats to develop understanding</p> <p>SEND Assemblies CT to make a point of celebrating all chn within</p>	<p>SLT</p> <p>SENCo → CTs</p> <p>SENCo</p> <p>SENCo → CTs</p>	<p>July 2025</p> <p>Dec 2024</p> <p>Jan 2025</p> <p>Jul 2025</p>	<p>All teaching and learning is at least good. All pupils make expected progress or better.</p> <p>One Plans are working documents. They contain important information about the child and inform staff of the expectations for progress.</p> <p>Pupils with a disability or special educational need have the necessary equipment to enhance their school experience</p> <p>SEND chn have a voice and their voice is shared with all</p>

	<ul style="list-style-type: none"> <li>• Celebrate pupils with Special Needs in line with their peers</li> <li>• Online learning is tailored to meet the needs of pupils with Special Needs in line with their peers</li> <li>• Parents are involved in provision map planning and support their child's progress</li> <li>• Home-school partnership is nurtured throughout the school to ensure consistency and good communication for team around the child</li> <li>• Disadvantaged children are on the school council team</li> <li>• Pupil voice is at the forefront of provisions made</li> </ul>		<p>their class. Pupil passports to open opportunities to find success.</p> <p>Ensure a range of resources are available that are tailored to the needs of the individuals</p> <p>Visual timetables are referred to throughout the day</p>	<p>HT / SENCo/CTs</p> <p>SENCo → CTs</p> <p>CTs</p>	<p>Jun 2025</p> <p>April 2025</p>	
Continue to support children with SEMH	<p>-Curriculum is adapted to meet the needs of SEN students so they are able to access the curriculum alongside pupils without SEN</p> <p>-Music Sessions</p> <p>-Learning mentor</p> <p>-Trained classroom support</p> <p>-Lesson outcomes are adjusted to ensure the child can make progress to boost self-esteem</p> <p>-Work is pitched appropriately to be challenging for all pupils</p> <p>-All work set is specific, measurable, achievable and realistic to preserve children's self-esteem and well-being</p>	<p>-All chn to feel safe and secure in school</p> <p>-All staff feel equipped to support the way behaviour is communicated and positively manage pupils emotional state</p> <p>-Chn are detected early on for support where necessary</p>	<p>-Embed the use of the TPP glossary of emotional behaviours through training</p> <p>-Further ASD training and the use of the Zones of Regulation</p> <p>-Staff use Provision Map to record concerns about a child so that intervention takes place early on via the Learning Mentor</p>	<p>SENCo → CTs</p> <p>HT/SENCo</p> <p>SENCo → CTs</p>	<p>Jan 2026</p> <p>May 2025</p> <p>Oct 2025</p>	<p>All teaching and learning is at least good. All pupils make expected progress or better.</p> <p>Pupils are equipped with the emotional literacy required to communicate their needs to enable their learning journeys.</p> <p>Pupils are calm, confident and happy in</p>

<ul style="list-style-type: none"> <li>-All chn are able to access the curriculum</li> <li>-Discreet cards are used to help chn express needs and emotions where necessary</li> <li>-Zones of regulations help chn to self-regulate and move between the zones knowing it is safe to feel a variety of feelings</li> <li>-Visual timetables are displayed in all classrooms to support structure for all chn</li> <li>-Tasks (jobs) are given to chn who may need time for movement</li> <li>-School staff have good home-school relationships</li> <li>-Breakout spaces are made for chn who require them</li> <li>-Timetables are adjusted to suit the needs of the individual where necessary</li> <li>-Social skills groups</li> <li>-Growth mindset education is at the forefront of our teaching and learning journey</li> <li>-Pastoral care/learning mentor</li> <li>-Assemblies address acceptance, understanding of differences, boundaries</li> <li>-Clear rewards and consistent behavior management is used across the school</li> <li>Recovery curriculum at the centre of our planning for children</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils use the Zones of Regulation to communicate their needs</li> </ul> <p>One Plans reflect the voice of the child and parents and targets are shared between home and school</p>	<ul style="list-style-type: none"> <li>-Staff model correct emotional literacy (TPP) to chn when talking to them about the Zones of Regulation</li> </ul> <p>Chn are at the centre of the One Plan meetings:</p> <ul style="list-style-type: none"> <li>-Pupil passports are focused on during meetings</li> <li>-Chn are celebrated for their success</li> <li>-Staff start with what a child can do</li> <li>-Home and school work collaboratively to make sure that targets are SMART.</li> </ul>	<p>CTs</p> <p>SENCo → CTs</p>	<p>Jan 2024</p> <p>Oct 2025</p>	<p>their learning environments.</p> <p>Pupils are able to access and achieve the curriculum by being set realistic goals that promote their self-esteem and well-being.</p> <p>Reward systems ensure consistency across the school and prepare children for the expectations within their classroom and the school community.</p> <p>Pupils are prepared and feel supported for the next stage in their learning journey, with lifelong aspirations.</p>
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	Pupil voice is the driving force behind provision provided for the chn through pupil perception and One Plans around the child's aspirations.	Whole school assemblies raising awareness of different needs e.g. how to read Braille	Visual timetables, labels and prompts are available to all  Key word mats where necessary that are tailored to the chn  Pupil perception meetings are held regularly alongside the school council to ensure pupil's voices are being heard.	HT/SENCo/DHT	Nov 2024  May 2025	classroom and around the school.
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## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

## 5. Links with other policies

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

- Risk assessment documents
- Health and safety policy

- Equality information and objectives (public sector equality duty) statement for publication
- SEND Policy and Information Report
- Supporting pupils with medical conditions policy