

Farncombe CofE Infant School

Accessibility Plan Policy

Implementation Date: November 2024

Review Frequency: Annual

Next Review Date: July 2027

Approved by: Governing Body

Related Documents:

School Policies *SEND Policy*

External Documents *Guidance for schools on the Equality Act 2010.*
Special Educational Needs and Disability (SEND) Code of Practice

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

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.

The school supports any available partnerships to develop and implement the plan. Including support from Surrey County Council and Local Authority.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

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	<p>Our school offers an adapted curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>Curriculum will be continually be reviewed as a staff to make sure it meets the needs of our learners.</p> <p>SEND register to be reviewed regularly.</p> <p>Keep up to date with Government changes.</p>	All staff to review and adapt the curriculum.	All staff	July 2025 – then review each year	All children will be able to access an adapted curriculum no matter their need or background.
Improve and maintain access to the physical environment	<p>We do not currently have any pupils with a physical disability or visitors but we have access in place for the future.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Ramps by the front entrance and level access to the side of the school</p> <p>Corridor width is good.</p> <p>Disabled parking bay at the front of the school.</p> <p>Library shelves at wheelchair-accessible height</p> <p>Steps are painted with white to see the edges.</p>	To continue to maintain the access to the physical environment.	The school does not currently have a disabled toilets for pupils or visitors – consider for the future – conversations with the local authority when toilets are due for an upgrade.	Premises Head of School	July 2027 – then review each year	The school environment will continue to be adapted to meet the need of future learners so there is easy access.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: Makaton Large print resources Widget symbols - pictorial or symbolic representations	To continue to make sure learners can communicate effectively with adults and with peers.	Continue to use Widget. Continue to use Makaton especially in the early years to help enable effective communication. Work with ELCi to improve effective communication.	SENCO Head of School Teachers Local Authority - ELCi	July 2025 – then review each year December 2024	Learners will feel confident in communicating including communicating their feelings.



Let all you do be done in love
1 Corinthians 16:14

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 head of school and SENCO.

It will be approved by [the governing board /the head of school.

5. Links with other policies

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

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