

Fleet Wood Lane School

Accessibility Policy



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.

Fleet Wood Lane School values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for every child.

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.

We will continue the advice of Local Authority services and outside agencies such as specialist teacher advisers and SEN consultants and appropriate health professionals to develop and implement our plan.

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 parents, staff and governors.

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.

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

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 a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum e.g. visual timetables, wobble cushions, iPads</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> | Provide positive role models for all pupils of people with disabilities | Ensure the school's text map provides a wide range of characters, including those with disabilities | English Lead | July 2026 | Pupils will be able to talk of positive examples of disabled people in fiction and real-life |
| | | | Develop and embed the use of our Diversity and Culture texts and discussion in each year group | English Lead | July 2026 | |
| | | | Invite a Paralympian to talk to pupils about determination and resilience | Sport Lead | July 2026 | Monitoring will evidence high levels of involvement and wellbeing for pupils with disabilities |
| | | | Use school's tracking system to ensure progress is being made | Headteacher SENCO | On-going | |
| | | | Hold pupil progress meetings to interrogate individual pupil progress | Headteacher SENCO | On-going | |

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| | | Ensure all staff have the skills and knowledge to meet the needs of pupils with disabilities | <p>Signpost all staff to National College for targeted training</p> <p>Provide CPD time for all staff to access internal and external training</p> <p>Access specific external training for all staff:</p> <p>AET (Autism Education Trust)</p> <p>Maximize use of local agencies to support staff and children:</p> <p>STLS (Specialist Teaching and Learning Service)</p> | Headteacher SENCO | On-going | Monitoring will evidence expected progress made in line with their IEPs. |

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|---|--|--|---|--|--|--|
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities | Enable accessibility by installing handrails, improving toilets, adapting furniture as required | Complete surveys and audits to ensure individual needs are met as well as developing an inclusive ethos for future works. | School Business Manager | On-going | Pupils with disabilities have full access to all parts of the school and feel welcome. |
| 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: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations | Ensure parents of pupils with disabilities are fully informed about their child's needs, welfare and progress. | Regular IEP reviews with parents and staff Open-door policy for parents wanting to meet with staff Signpost external information/agencies | Class Teachers Class Teachers SENCO SLT | 3 x year On-going On-going | Parents will feel fully informed about their children Parents and staff will work together to agree next steps at home and school |

Monitoring Arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be approved by the full governing body.

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
- Supporting pupils with medical conditions policy

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