Fowlmere Primary School

Accessibility Policy

Date:	October 2026
Reviewed by:	Janet Muir
Next Review date:	October 2029
Signed:	

Accessibility Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the following three areas:

1. Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

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.

Fowlmere Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, 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 fostering a culture of inclusion, support and awareness within the school.

Legislation and Guidance

According to the Equality Act 2010, a person has a disability if:

1. He or she has a physical or mental impairment.
2. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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.
https://www.legislation.gov.uk/ukpga/2010/15/schedule/10
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

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'.
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
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 will be reviewed by the Local Governing Body, or a person or committee with delegated responsibility, every three years, or as operational needs dictate.

This three-year plan has been drawn up and will advise other school planning documents.

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

The 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	TIME SCALES	EVIDENCE OF IMPACT
Increase access to the curriculum for pupils with a disability	Fowlmere offers an adapted curriculum for all pupils, according to individual needs and abilities. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupil's additional needs. The curriculum is reviewed to ensure it	Children with disabilities make at least good or better progress from their starting point during their time at Fowlmere Primary School. Any child that is new to the school has their needs assessed.	Monitoring of individual children's progress through data analysis and Pupil Progress meetings. Teaching and learning is adapted to suit the needs of individuals where appropriate. Learning Plans/ Therapeutic Plans / ICPs completed where necessary	Head teacher SENCo Senior Leadership Team (SLT)	Within 1 month child starting the school Ongoing	Children with disabilities make good or better progress based on their individual starting points. All children access to all curriculum areas. Plans reflect the most recent advice on how to support individual's needs.

	meets the needs of all pupils. Use of outside agencies to provide reports and support where required.	 Appropriate agencies are used for advice regularly.				
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • School is all on one level (except staff room and PPA room for staff, not pupils) • Corridor width • Accessible toilet Disabled toilet is used to support children with ICPs	Pupils with disabilities have access to resources that support their learning. Corridors are a good width and cloakrooms are accessible. Cloakrooms need to be kept as clear as possible. Lost property is in a labelled box in the school entrance so that floor is kept clear of unwanted clothing. Accessible toilet is kept clear A pupil who needs a wheelchair or any pupils with a hearing, vision or a disability that limits	All resources that children need in class are easily accessible. Class teacher to meet with SENCo to write PEEP and ICPs (if required)	Class teacher, SENCo and Teaching assistant All staff	Start of each term As needed throughout the school year	Any pupil in a wheelchair can have access to classroom resources to support their learning. Any pupil in a wheelchair can safely exit the school during an evacuation with support from an adult. Cloakroom areas have free access. Accessible toilet can be accessed when required.

		their ability to promptly exit in an emergency would have a Personal Emergency Evacuation Plan (PEEP)				
Improve the delivery of written information to pupils	Fowlmere Primary School uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Visual Timetable • use of coloured overlays. Visits form external specialists	Continue to work with outside agencies who offer support to ensure effective communication methods and sharing of information. Ensure visual timetables are shared with supply staff, students etc. Assess children at the start of each new academic year.	After assessment and discussion – additional resources created in order to be used with individual children where appropriate	SENCO Class Teachers SLT	Start of each term	Visual timetables used by all (including with older pupils). Children use the coloured overlays to good effect.

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 of Fowlmere Primary School.

Links with other policies

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

- Safeguarding and Child Protection policy
- SEND policy
- Health and Safety policy
- Intimate Care policy