

Accessibility Plan

2025-2027



Pride
Passion
Partnership
Professionalism
Positivity

What is the policy about?

Schools and Academies 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 of our pupils fairly and with respect. This involves providing access and opportunities for all children 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.

Our academy'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.

Who does the policy apply to?

This policy applies to all Fen Rivers School staff, pupils, parents, governing bodies, volunteers, and contractors.

Policy Requirements

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.

The school will ensure that appropriate measures are in place to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils with a disability

See Appendix 1 – Action Plan, for specific practice.

Definitions

SEND – Special Educational Needs and Disabilities – A child with SEND has a learning difficulty and/or a disability which requires them to have additional educational and/or health support.

Related Policies

SEND policy

Curriculum policy

Health and safety policy

Complaints Policy

Supporting pupils with medical conditions policy

Appendices

Appendix One: Action Plan

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

Aims	Current Practice	Objectives	Actions to be taken	Person Responsible	Completed by	Success Criteria
Increase access to the curriculum for pupils with a disability	Curriculum differentiation – including access arrangements as normal way of working and for exams	Long term	Ongoing monitoring of differentiation and accessibility of the curriculum for all	Curriculum Lead / SENCO / Access Assessor	Half termly	Pupil Progress reviews – social and academic Monitoring evidence EHCP reviews Pupil voice Review of quality first teaching. Resource adaptation.
	Resources tailored to meet individual needs	Medium term	Planning evidences consideration of bespoke needs across the cohort.	Class teachers	Medium term and daily planning	Evidence of differentiated planning Book looks Pupil voice
	Role models with a range of disabilities included in curriculum materials	Short – medium term	Equality and Diversity celebrated within SMSC and PDBA / PSHE curriculum / Votes for schools etc	Class teachers / Curriculum Lead	Medium term and daily planning	Evidence of equality and diversity promoted throughout the curriculum Reduction in discriminatory behaviours through education
	Effective target setting to meet EHCP targets and facilitate progress	Medium – long term	Teachers review learning plans and provision for each child, supported by the SENDCo	SENCO and class teachers / teams	Half termly provision map and learning plan reviews Annual Reviews of EHCPs	Small stepped targets met or adapted after review Portable learning plan targets ‘owned’ by children so they can experience and celebrate success

<p>Improve and maintain access to the physical environment</p>	<p>Adaptation of the environment to pupil needs: Ramps, corridor widths, door frame width, disabled parking bays, toilets and changing facilities; heights of shelving in library etc.</p>	<p>Short term</p>	<p>Considerations to physical environment are regularly reviewed, particularly when reviewing new admissions and if a change of health circumstances indicates a review is necessary. School is accessible and all on one level, with accessible facilities throughout the building.</p>	<p>Premises Team and Senior leaders</p>	<p>Half termly or more regularly according to need</p>	<p>Is equality of access for all a reality still? Are all hazards risk assessed and mitigated? Are there any planned changes to the building that need more careful thought?</p>
<p>Improve delivery of information to pupils with a disability</p>	<p>A range of communication ensures information is accessible: Internal signage large print resources Reading pens Pictorial / symbolic representation Multi lingual provision of any material on request</p>	<p>Long term</p>	<p>Site checked weekly to ensure all signage is in place to support all and any communication needs. Improvements made in a timely manner.</p>	<p>Site Manager and Senior leaders</p>	<p>Weekly checks</p>	<p>Visibility or accessibility of information Review of improvements that could be made</p>

Policy Owner and Contact Details

Amanda Fewkes

Headteacher

Amanda.Fewkes@thebridgetrust.academy 01553 887330

Next Review Date: November 2027