

Accessibility Plan 2025 -2028

Furzeham Primary & Nursery School



Approved by: AGB

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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. See school's vision and values.

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 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 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	To continue to make necessary adaptations according to the pupils' needs	Regular monitoring of differentiation in classes by learning walks and book scrutiny	PA/RS	Termly	All pupils will have access to the curriculum with the support of adaptations and reasonable adjustments made in all areas of the curriculum and in the physical environment, including additional resources required All pupils have the same opportunity to succeed and gain a wide range of experiences in order to achieve their own potential
	We use resources tailored to the needs of pupils who require support to access the curriculum. (girls/boys, EAL, SEND, Ethnic groups)	Use the graduated approach: plan, do, assess, review	Monitor implementation of graduated approach termly	PA/Rs	Termly	
	Curriculum resources include examples of people with disabilities	For all classrooms to display resources that include people with disabilities	Regular audit of resources displaying examples across school	PA/RS	Termly	
	Curriculum progress is tracked for all pupils, including those with a disability	For all pupils with disabilities to make expected progress	Insight and additional assessments as evidence of progress made	RS	Quarterly coinciding with data drops	

	<p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>Targets are SMART and achievable and are monitored regularly</p> <p>Ensure the curriculum meets the needs of all pupils and facilitates their access to the curriculum effectively</p>	<p>Monitoring of plans and adaptations made termly</p> <p>Monitor regularly accessibility of curriculum</p>	<p>RS</p> <p>PA/RS</p>	<p>6 weekly</p> <p>Ongoing</p>	<p>Offsite activities are accessible to all pupils, and they gain first-hand experience and enrichment in their learning without limits</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators (internal & external) • Corridor width (x2 fire doors to allow wide opening) • Disabled parking bays • Disabled toilets and changing facilities 	<p>All pupils are aware of the adaptations made around school in order to facilitate their access to the physical environment</p>	<p>Pupil questionnaire to ensure all pupils know how to access the environment in school without difficulties</p> <p>Regular checks to ensure all areas are up to standard and safe</p>	<p>RS</p> <p>PA/RS</p>	<p>Annually</p> <p>Ongoing</p>	<p>The environment encourages pupils to gain a positive experience in and out of school, where adaptations and adjustments allow access to all areas of the curriculum and the environment around them</p>

	<ul style="list-style-type: none"> Library shelves at wheelchair-accessible height 					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations 	For all areas of school to have access to appropriate signage at the right size, height, and colour	Regular audit of signage and condition of signs	RS	Ongoing	All pupils are able to communicate both receptively and expressively with the provision of visual aids across the school, where language is not a barrier

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 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 floors (KS2) X2 stairwells with handrails, carpet and non-slip stair nosing's			
Corridor access	Victorian building limits ability to widen corridor, however all coats and bags now stored in either separate cloakrooms or classrooms keeping corridors free from clutter			
Lifts	X3 lifts – (x2 internal, x1 external) main hall lift accesses upper KS2 classes. All lifts services and in working order			
Parking bays	X1 disabled parking bay			
Entrances	Main entrances to school has height appropriate entrance and	Ensure slope to the main entrance is kept free from mud, dust etc – minimise slipping	Caretaker	Weekly

	<p>exit buttons and is electronic.</p> <p>All other entrances and exits to school have ramps and or lifts to enable access to school</p> <p>1 x classroom has no disabled access but have alterative classrooms.</p>			
Ramps	X2 ramps externally – Both in good condition and with height appropriate handrails			
Toilets	X2 disabled toilets with appropriate height seating and shower. Access via main reception area.			
Reception area	Window to main office at appropriate height for wheelchair user.			
Internal signage	All signage appropriate			
Emergency escape routes	All emergency escape routes clearly visible and appropriate for those pupils with specific disability			