



Accessibility Plan

Excellence for All

Policy reviewed/updated	September, 2025
Next update	July, 2028
Committee	Pupils & Personnel Finance & General Purposes
Executive Headteacher	Mr Ben Waldram
Chair of Governors	Mr Pete Cumberland

Revision date	Author of changes	Summary of changes
Sept, 2025	LJ	Updates

If you have any concerns about safeguarding, please contact us on the email below or scan the code to see the safeguarding page on our website.

safeguarding@fernwoodprimary.co.uk





Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring and arrangements	6
5. Links with other policies	6

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.

We thrive on being seen as an inclusive school that ensures that every child is treated as an individual, providing a curriculum, resources and environments that meet a child's specific needs. We have a Focused Provision that caters for children with high levels of ASD who have communication and behavior needs, they follow an adapted National Curriculum and are fully involved in the life of the school considering their specific needs.

This plan is 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. The SENCO and Assistant SENCOs ensure that staff can access high levels of training as well as specific support for individuals to ensure all children can access appropriate levels of learning. Good relationships have been made with external partnerships including Educational Psychologists, Physiotherapists, Health Teams, Speech and Language Support, Autism Team and a local Special Needs School.

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.



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 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 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 – within mainstream school	<ul style="list-style-type: none"> • Our school offers an adapted curriculum for all pupils • We use resources with the appropriate adaptations to meet the needs of the individual child • 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 pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • External agency strategies and feedback are implemented into practice to support an individual child • Higher Level Needs funding bids are made to increase the teaching support available for an individual child 	To ensure that the curriculum is adapted to meet the needs of all our pupils with SEND	Learning checks completed for all children on SEND register SEND Deep Dive to ensure practice, provision and adaptations made to planning are appropriate for the individual child IPPs are set with challenging but appropriate targets and reviewed termly ensuring that each child is making progress CPD is given termly to all practitioners to support knowledge and expertise in a range of SEND Higher Level Needs funding bids are made for individual children	LJ SEND Lead JS Assistant SENCO Class Teachers	Ongoing from September 2025	Individual children are progressing against their IPP targets Pupil Voice positively reflects the adaptations made for the child Highly skilled practitioners team sharing best practice across the school



AIM	CURRENT 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 – within focused provision unit “The Lighthouse”	<ul style="list-style-type: none"> We have planned and implemented an adapted curriculum for this cohort of children to meet their complex needs We utilise augmented language resources such as photographs, signs and symbols and PECS (Photo Exchange Communication System) to enable effective communication We use resources with the appropriate adaptations to meet the needs of the individual child Higher Level Needs funding bids are made to increase the teaching support available for an individual child External agency strategies and feedback are implemented into practice to support an individual child Targets are set effectively and are appropriate for pupils with additional complex needs 	To ensure that the curriculum is adapted to meet the needs of all our pupils with complex levels SEND	<p>Focused Provision Audit takes place twice a year</p> <p>Progress is measured using B Squared assessment tool</p> <p>External Agencies’ strategies are implemented to ensure all appropriate adaptations have been made eg Autism Team, Occupational Therapy, Physiotherapy, Speech and Language Therapy, Behaviour Support Team, Learning Support Team</p> <p>CPD is given termly to all practitioners to develop knowledge and expertise in SEND specifically ASD</p>	<p>LJ SEND Lead JS Assistant SENCO</p> <p>YT - Lighthouse Class Teacher</p>	Ongoing from September 2025	<p>Individual children are progressing against their IPP targets</p> <p>Pupil Voice positively reflects the adaptations made for the child</p> <p>Highly skilled practitioners team sharing best practice across the school</p>



AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p> <p>Improve the delivery of information to pupils with a disability</p>	<p>Health and Safety Checks are conducted with the site and Local Authority to ensure adaptations are in place and maintained</p> <p>SEND checks of the premises are conducted in conjunctions with external agencies such as Occupational Therapy and Physiotherapy</p> <p>Support and advice are sought and provided by Oakfield Outreach Support Team to ensure accessibility to the physical environment is met</p> <p>Augmented language such as signs, symbols and photo cards and PECS are used to communicate information</p> <p>Radio hearing loop equipment utilised for individual children where required</p> <p>Dyslexia friendly smartboards and strategies in place for pupils with a diagnosis of dyslexia</p>	<p>To ensure that the physical environment of the premises (the site and all buildings) is adapted to meet the SEND needs of the current community</p> <p>To ensure that all adaptations to communication are made to meet the needs of children with SEND</p>	<p>Health and Safety checks undertaken and all actions met to ensure accessibility needs and adaptations are made to meet the needs of the current community</p> <p>All external agency strategies are implemented to ensure adaptations are in place for individual children</p> <p>A whole school approach is made to implementing the use of consistent signs and symbols communication</p>	<p>LJ SEND Lead</p> <p>YT – Lighthouse Class Teacher</p> <p>CH – Site manager</p>	<p>Ongoing from September 2025</p>	<p>Fully safety compliant and accessible site to meet the needs of all children in school</p>

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 SEND Lead and approved by the Executive Headteacher and 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

Friendship • Respect • Inclusion • Enthusiasm • Nurture • Determination