



Accessibility Plan 2022 - 2025

Fulbourn Primary School

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Policy Document Number:

FPS-POL-ACC-003

Body reviewed and approved by:

Premises and Resources Committee

Date adopted:

January 2022, Reviewed 22nd November 2023

Date for review:

January 2025

Other information:

Based on model policy produced by The School Bus last updated February 2020



Accessibility Plan

Aims of the Accessibility Plan

This plan outlines how Fulbourn Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

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Target	Strategy	Who	When	Outcome	Progress/Review
Training for awareness raising of disability issues	Provide training for governors, staff, children and parents. Discuss perception of issues with staff to determine the current status of the school.	Senior Leadership Team	Autumn Term each year to coincide with International Day of Persons with Disabilities	Whole school community aware of issues relating to access	Nov 22 ADPR training Oct 22 STEPS training Sept 22 Nov 23 Nov 24
The school understands the needs of the children.	Audit of children's needs, including basic daily living skills, relationships and future aspirations.	Pastoral Team SENDCO Senior Leadership Team	Termly in pupil progress meetings	Staff are aware of children's needs and ensure children have equality of access to learning. The school collaborates with external agencies to secure the best outcomes for all children.	Nov 22 SEND register Oct 22 ADPR training Oct 22 Nov 23 Nov 24
The curriculum is differentiated appropriately to support all children	Undertake audit of staff training needs.	SENDCO	Annually in the Summer term to support CPD planning for next academic year.	All staff are able to fully meet the needs of children with disabilities.	Nov 22 Nov 23 Nov 24
Classrooms are organised to promote participation and independence for all.	Review and implement a preferred layout of furniture and equipment to support the learning process in classrooms and communal learning spaces.	SENDCO Senior Leadership Team	Ongoing	Learning time is not disrupted by reorganisation of the environment and all children can access the curriculum fully.	Nov 22 SLT audit completed Sept 22 Nov 23 Nov 24

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All out of school activities are planned to ensure, where reasonable, the participation of all children in school	Review out of school provision to ensure compliance with legislation.	Pastoral Team SENDCO Senior Leadership Team	Ongoing	Out of school activities are inclusive of all children.	Nov 22 SEND club survey Nov 22 Nov 23 Nov 24
Ensure the physical environment continues to meet the needs of people with disabilities, including physical, hearing and visual needs.	Termly Health and Safety inspections of the physical environment conducted by H&S governor and site manager.	H&S governor Site Manager	Termly	All members of the school community and visitors have full access to the site. Children with disabilities are able to move independently around the site.	Nov 22 H&S audit Nov 22 Nov 23 Dropped kerb to be installed on St. Vigor's Road Nov 24
Ensure all new projects undertaken by the school meet the equalities Act 2010.	Plans for new projects include equalities act requirements. Specialist advice is sought as necessary.	Senior Leadership Team School Business Manager	As required	All members of the school community have full access to and benefit from school premises improvements.	Nov 22 Complete on all current projects Nov 23 Nov 24
Ensure information is accessible to all	Ensure parents and carers are receiving information in an accessible format e.g. large print, Braille, telephone, text and emails. Include views on accessibility of information in parent survey	Office Team Senior Leadership Team	On-going	All families access the information required to participate fully in the life of the school.	Nov 22 Focus review of new website providers Dec 22 – new website includes translation and accessibility functions. Nov 23 School to introduce a Facebook and Twitter account to share information with parents. Nov 24

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