

|                           |                                      |                                                                                     |
|---------------------------|--------------------------------------|-------------------------------------------------------------------------------------|
| Ferring CE Primary School |                                      |  |
| Policy:                   | <b>Accessibility Policy and Plan</b> |                                                                                     |
| Policy date:              | Autumn 2026                          |                                                                                     |
| Review date:              | Autumn 2027                          |                                                                                     |
| Person responsible        | Headteacher & Governing Body         |                                                                                     |

## 1. Introduction

Ferring CE Primary School is committed to providing an inclusive environment in which all pupils, staff, parents, carers and visitors feel welcomed, valued and able to participate fully in school life.

This Accessibility Policy and Plan have been prepared in accordance with:

- The Equality Act 2010, including Schedule 10 relating to accessibility planning;
- The Public Sector Equality Duty (Section 149, Equality Act 2010);
- The SEND Code of Practice: 0-25 years (2015);
- Department for Education guidance on the Equality Act 2010 and schools;
- Supporting Pupils at School with Medical Conditions guidance;
- Relevant Ofsted Education Inspection Framework expectations regarding inclusion and belonging;
- West Sussex County Council SEND and Inclusion Strategy and Ordinarily Available Inclusive Practice guidance.

The Governing Body recognises its duty to make reasonable adjustments and to anticipate barriers that disabled pupils, staff, parents and visitors may face.

## 2. Definition of Disability

The Equality Act 2010 defines disability as:

"A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."

This definition includes, but is not limited to:

- Physical disabilities;
- Sensory impairments;
- Neurodiverse conditions;
- Long-term medical conditions;
- Learning disabilities;
- Mental health conditions.

### 3. Aims

Ferring CE Primary School aims to:

- Increase access to the curriculum for disabled pupils;
- Improve the physical environment of the school;
- Improve the availability of accessible information;
- Promote equality of opportunity and foster inclusion and belonging;
- Remove barriers to participation and achievement;
- Ensure all pupils have access to the full life of the school;
- Promote positive attitudes towards disability;
- Meet the anticipatory duty to make reasonable adjustments.

We believe all children should experience a sense of belonging and be enabled to achieve their full potential regardless of disability or additional need.

### 4. Principles

We are committed to:

- Treating all members of our community fairly and with respect;
- Ensuring disabled pupils participate fully in school life;
- Identifying barriers and removing them wherever possible;
- Working in partnership with pupils, parents and professionals;
- Ensuring accessibility considerations inform strategic planning;
- Embedding inclusive practice through our Quality First Teaching approach.

### 5. Accessibility Planning

The school will develop and maintain a three-year Accessibility Plan which addresses:

#### **a) Improving the Physical Environment**

This includes:

- Access to buildings and facilities;
- Specialist equipment;
- Classroom organisation;
- Lighting and acoustics;

- Signage;
- Toilet facilities;
- Emergency evacuation arrangements;
- Outdoor learning and recreational spaces.

### **b) Increasing Access to the Curriculum**

This includes:

- Quality First Teaching;
- Adaptive teaching;
- Curriculum modifications;
- Specialist equipment;
- Assistive technology;
- Educational visits;
- Clubs and enrichment activities;
- Staff training;
- Participation and belonging.

### **c) Improving Access to Information**

This includes:

- Alternative formats;
- Large print;
- Visual supports;
- Electronic formats;
- Translated information where appropriate;
- Accessible digital communication.

## **6. Digital Accessibility**

The school recognises the increasing importance of digital accessibility and will:

- Ensure school communications are accessible;
- Consider accessibility when procuring digital resources;
- Utilise accessibility functions within educational technology;

- Review website accessibility regularly;
- Provide information in accessible electronic formats when required.

## **7. Participation and Inclusion**

The school will ensure disabled pupils have equitable access to:

- Educational visits;
- Residential trips;
- Worship;
- Clubs and enrichment opportunities;
- Sporting activities;
- Leadership roles;
- Extra-curricular activities.

Reasonable adjustments will be made to ensure participation wherever possible.

## **8. Training and Awareness**

The school recognises the importance of ongoing professional development.

Staff and governors will receive training relating to:

- Equality Act duties;
- Reasonable adjustments;
- Inclusive practice;
- Adaptive teaching;
- SEND;
- Neurodiversity;
- Physical and sensory needs;
- Assistive technology;
- Trauma-informed approaches;
- Safeguarding disabled children.

## 9. Monitoring and Review

The Accessibility Plan will:

- Cover a three-year period;
- Be reviewed annually;
- Be monitored by the Governing Body;
- Be published on the school website;
- Inform strategic school improvement planning.

The Governing Body will receive an annual report covering:

- Progress against the plan;
- Accessibility-related complaints;
- Reasonable adjustments made;
- Outcomes for disabled pupils;
- Future priorities.

## 10. Complaints

Complaints relating to accessibility will be dealt with through the school's Complaints Procedure.

# Accessibility Plan 2026–2029

## Priority Area 1: Physical Environment

| Target                                         | Action                                              | Outcome                                                 | Responsibility            | Timescale   |
|------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------|---------------------------|-------------|
| Maintain accessible school environment         | Annual accessibility audit of buildings and grounds | School remains accessible to pupils, staff and visitors | Headteacher/SBM/Governors | Annual      |
| Ensure specialist equipment remains functional | Maintain servicing schedule                         | Safe and effective equipment use                        | SENCO/SBM                 | Ongoing     |
| Improve emergency planning                     | Develop Personal Emergency                          | Safe evacuation for all                                 | Headteacher/Site Manager  | As required |

|                                |                                                           |                                                       |                    |         |
|--------------------------------|-----------------------------------------------------------|-------------------------------------------------------|--------------------|---------|
|                                | Evacuation Plans (PEEPs) where appropriate                |                                                       |                    |         |
| Ensure classroom accessibility | Review layouts and implement professional advice          | Pupils can access learning environments independently | Teachers/SENCO     | Annual  |
| Improve outdoor accessibility  | Review playgrounds, outdoor learning and enrichment areas | Increased participation and inclusion                 | Premises Committee | Ongoing |

## Priority Area 2: Curriculum Access

| Target                                  | Action                                               | Outcome                                    | Responsibility                 | Timescale |
|-----------------------------------------|------------------------------------------------------|--------------------------------------------|--------------------------------|-----------|
| Maintain high-quality adaptive teaching | Provide ongoing CPD on inclusive teaching            | Improved access to learning                | Headteacher/SENCO              | Annual    |
| Review individual pupil needs           | Conduct regular SEND and accessibility reviews       | Appropriate provision in place             | SENCO/Class Teachers           | Termly    |
| Improve access to assistive technology  | Audit and purchase specialist equipment where needed | Greater independence and curriculum access | SENCO                          | Ongoing   |
| Promote inclusion in clubs and trips    | Audit participation and implement adjustments        | Increased participation                    | Educational Visits Coordinator | Ongoing   |
| Support transition                      | Implement enhanced transition arrangements           | Successful transition experiences          | SENCO/Class Teachers           | Ongoing   |
| Capture pupil voice                     | Undertake annual pupil consultation                  | Accessibility informed by lived experience | SENCO/SLT                      | Annual    |

## Priority Area 3: Information and Communication

| Target                                | Action                                   | Outcome                           | Responsibility     | Timescale |
|---------------------------------------|------------------------------------------|-----------------------------------|--------------------|-----------|
| Improve access to written information | Provide accessible formats when required | Increased access to information   | Office Staff/SENCO | Ongoing   |
| Improve digital accessibility         | Audit website and online communications  | Improved accessibility compliance | SBM/IT Lead        | Annual    |

|                                          |                                                                   |                                       |               |         |
|------------------------------------------|-------------------------------------------------------------------|---------------------------------------|---------------|---------|
| Improve parent communication             | Offer translated, visual and accessible formats where appropriate | Improved engagement                   | Office Staff  | Ongoing |
| Raise awareness of accessibility support | Publicise availability of alternative formats                     | Families understand available support | School Office | Annual  |

## Priority Area 4: Leadership, Governance and Culture

| Target                          | Action                                              | Outcome                                | Responsibility        | Timescale |
|---------------------------------|-----------------------------------------------------|----------------------------------------|-----------------------|-----------|
| Monitor accessibility provision | Governors receive annual accessibility report       | Strong governance oversight            | Headteacher/Governors | Annual    |
| Promote disability awareness    | Deliver staff and governor training                 | Increased confidence and understanding | Headteacher/SENCO     | Annual    |
| Embed inclusive culture         | Review policies and practices through equality lens | Increased sense of belonging           | SLT/Governors         | Ongoing   |
| Review reasonable adjustments   | Maintain records of adjustments made                | Compliance with Equality Act duties    | SENCO/Headteacher     | Annual    |

## Monitoring Questions for Governors

Governors will monitor:

- How do all pupils describe their experience of belonging?
- What reasonable adjustments have been made this year?
- Are all pupil groups proportionately represented in clubs, trips and leadership opportunities?
- How do attendance, exclusion and attainment data compare?
- What feedback have parents of all pupil groups provided?
- How effective are current accessibility arrangements?
- What priorities should inform the next Accessibility Plan?

Approved by Governing Body: \_\_\_\_\_

Date: \_\_\_\_\_

Next review: \_\_\_\_\_