

Ferring CE Primary School		
Policy:	Accessibility Policy and Plan	
Policy date:	Autumn 2025	
Review date:	Autumn 2026	
Person responsible	Headteacher & Governing Body	

The Accessibility Policy and Plan will be published on the school website and reviewed annually.
A new three-year plan will be produced every three years.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This policy should be read alongside the SEND Information Report, Equality Information and Objectives, Supporting Pupils with Medical Conditions Policy and Behaviour Policy.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Ferring CE Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life alongside their peers. Schools have a duty under the Equality Act 2010 to make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage compared with their peers. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The School's complaints procedure covers the Accessibility Plan.

6. The Governing Body is responsible for monitoring implementation of the Accessibility Plan and may delegate detailed monitoring to appropriate committees or named governors.

7. Ofsted considers how effectively schools fulfil their duties under the Equality Act 2010 and promote inclusion as part of the inspection process.

8. We acknowledge that there is a need for Staff and governors to receive regular training and updates relating to equality, disability awareness, inclusive practice, SEND, reasonable adjustments and accessibility.

Ferring CE Primary School Accessibility Plan 2023-2026
Improving the Physical Access at Ferring CE Primary School

Target	Strategy	Outcome	Responsibility	Time-Frame	Achievement
Maintain good physical access to school - e.g. flat level surfaces, easy access through main door etc.	Regular checks made on the building and maintenance or improvements noted in premises action plan	The school will continue to be easily accessible to pupils, staff, parents and visitors	Premises governors committee/ School Business Manager	On-going	Welcoming accessible environment
Ensure that equipment is regularly maintained and usable.	Any specialist equipment is regularly serviced by appropriate engineers.	Equipment will be safe to use.	Inclusion Manager/ School Business Manager	On-going	Increase access to learning
Ensure that appropriate equipment is available for pupils with disability.	Specialist equipment will be purchased under the advice of other professionals for pupils with disability.	A range of writing equipment to cater for those children with fine motor control difficulties or visual impairment. Labels and posters, wherever possible, reflect the language and diversity in the school. Technologies, including computers, are all used to communicate. Appropriate PE equipment will be available e.g. balls with bells	Inclusion Manager	On-going	Increase access to learning

		for Visually impaired pupils.			
Target	Strategy	Outcome	Responsibility	Time-Frame	Achievement
Training for teachers on differentiating the curriculum.	Use Staff meeting time to keep staff informed of up-to date 'good' SEND practice.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Inclusion Manager	As required throughout the school year	Increase in access to the curriculum
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability. Arrange training for TA's/teachers in order to help them support pupils day to day in school	Teachers are aware of the relevant issues pupils face and can ensure that this group has equality of access to learning. The use of other professional partners has been made available.	All staff/ Inclusion Manager	On-going	Ensures access to all school activities for all disabled pupils
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Inclusion Manager & After-school clubs coordinators	On-going	Increase in access to all school activities for all disabled pupils
Classrooms are organised to promote the participation and independence of all pupils	Review classroom layouts and follow Learning Environment guidance. As appropriate follow guidance from professionals, such as OT	All children will be able to access materials and equipment to support their learning.	All staff & Deputy Head	September , then monitored regularly throughout the year	Increase in access to the National Curriculum
Target	Strategy	Outcome	Responsibility	Time-Frame	Achievement
Availability of written material in alternative formats when	The school will make itself aware of the services available for converting	The school will be able to provide written information in	Inclusion Manager/ office staff	On-going	Delivery of information to disabled pupils improved

specifically requested.	written information into alternative formats.	different formats when requested for individual purposes			
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Inclusion Manager/ office staff	On-going	Delivery of school information to parents and the local community improved