



Falconbrook Primary School

# Accessibility Plan

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## **1. Aims**

This plan is based on a model Accessibility Plan for schools on The Key for School Leaders.

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.

## **2. Vision and Values**

### **Vision**

#### **Respect – Care – Aspire**

We want Falconbrook to provide a caring, safe, and inclusive environment which supports creativity and encourages the aspirations of our children and our community.

We want our children, our staff, and our communities to develop and achieve – constantly learning, reflecting, and innovating so that we are delivering our best, and our best keeps getting better.

### **Values**

- Respect, so that our children, our families, and our staff feel safe and welcome.
- Equality, so that differences are embraced, and everyone is included and celebrated.
- Kindness, so that Falconbrook is a place where everyone feels safe, nurtured, and happy and enjoys making others feel the same way too.
- Honesty, so that our children know the importance of being trustworthy, reliable, and fair.
- Responsibility, so that our children demonstrate the right learning and social behaviours, and make a positive contribution to their families, community, and society.
- Determination, so that everyone thinks with a growth mind-set and does not give up even when things get hard.

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.

### **3. Building Restrictions**

Falconbrook is based in a four storey Victorian building. There is no lift and only the ground floor is accessible by a wheelchair. There is also an adult toilet with wheelchair access on the ground floor

### **4. 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.

Objective	Strategies	Timeframe	Success criteria
Increase the extent to which pupils with disabilities can participate in the curriculum	Inclusive approach to teaching and learning in all subjects.	Ongoing	All pupils can be successful in all lessons
	Wave 1/OAP strategies widely used to support SEND learners.	Ongoing	All pupils can be successful in all lessons
	Review the curriculum to ensure it is accessible to all learners.	Annually	Curriculum is accessible and representative of all pupils.
	Ensure reasonable adjustments are made to lessons including practical lessons (PE) to ensure all pupils participate and progress.	Ongoing	All pupils can actively participate and make progress in all lessons.
	Monitor progress of SEND pupils in pupil progress meetings.	Every term	Pupils with SEND make expected progress which is reviewed by SLT.
	Ensure pupil voice includes those with SEND.	Ongoing	SEND pupils are represented on the school council. Pupil's with SEND can access and are included in pupils surveys.
	Quality interventions are delivered to support pupils with SEND.	Ongoing	Pupils with SEND access interventions which support their progress.
	Ensure all pupils have access to extracurricular activities including after school clubs and educational visits.	Ongoing	SEND pupils attend all educational visits and after school clubs.
Improve the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided	To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Ongoing	The school building and grounds is improved and accessibility is increased.
	Audit the accessibility of school buildings and grounds by Governors. Identify actions and implement as budget allows.	Annually	Improvements made to the accessibility of the school grounds and building.
	Include sensory areas in redeveloped playground.	By 2026	Playground is inclusive for SEND pupils.
Improve the availability of accessible information to pupils with disabilities	Ensure reasonable adjustments are made on resources to make them accessible to all.	Ongoing	Resources are accessible to all.
	Gather an understanding of the needs of parents/carers to ensure they have access to the information available.	Ongoing	School has an understanding of accessibility needs.

#### **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 Full Governing Board.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Equalities Information and Objectives
- Curriculum Framework
- Health and safety policy
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy
- Behaviour Management policy
- School Development plan
- Anti-Bullying Policy
- Teaching & Learning Policy
- Early Years Policy
  
- SEND Information Report