



Felbridge Primary School

Finding the best in everyone.

Accessibility Plan



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Revised/Written by:	ET/BR
Presented to Governing Body	October 2025
Date for Review	Full- Autumn 2028 Annual check- yearly
Status	Statutory Document

FELBRIDGE PRIMARY SCHOOL **ACCESSIBILITY PLAN**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act (2010). It draws on the guidance set out in “Accessible School: Planning to Increase Access to schools for disabled pupils” DfE.

Purpose of the Plan

The purpose of this plan is to show how Felbridge Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Felbridge Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

The Equality Act 2010 defines an individual as disabled if

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out 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.

Rationale

Felbridge Primary School undertakes to:

- Not treat disabled pupils less favourably, and
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

'A person has a disability if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.' (Disability Discrimination Act 1995)

Improving Access to the Physical Environment.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

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 governing board and the headteacher.

Aims and objectives

Accessibility Plan Code

- C. Increase access to the curriculum for pupils with a disability
- E. Improve and maintain access to the physical environment
- I. Improve the delivery of written information to pupils

Improving Access to the Curriculum

Objectives State short, medium and long-term objectives	Accessibility Planning Code (C, E, I)	Actions to be taken	Resources	Person responsible	Timeframe	Success Criteria
Ensure visibility of steps/kerbs etc. Remain clear at all times	E	Caretaker to monitor half termly and re-paint steps yellow as and when Required	Paint time	Caretaker	On-going	In place - monitor to adapt to needs
Access to school building via car park for anyone with mobility problems.	E	Ensure disabled bay in car park is kept clearly designated. Members of public to be able to use bays if free to allow ease of access on site.	ensure signs kept clear.	Caretaker	On-going	Bay is clear and well-marked

Objectives: State short, medium and long-term objectives	Accessibility Planning Code (C, E, I)	Actions to be taken	Resources	Person responsible	Timeframe	Success Criteria
<p>Ensure general disabled access across whole school remains in place and any improvements highlighted are brought to the attention of the HT and caretaker</p> <p>At present, wheelchair access to the library is difficult.</p>	C E I	<p>Monitor and report to HT and caretaker. Act upon legislation and maintenance issues as they arise.</p>	<p>Time for physical monitoring. Time to implement new requirements/improvements.</p> <p>Environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bay • Disabled toilet/changing facilities • Library shelves at wheelchair-accessible height 	HT/ Caretaker	On-going	<p>Sites are suitable for disability access and adapted where possible when required</p>
<p>Focus on individual year groups as need arises for more physical access to classrooms.</p>	C E I	<p>Liaise with MAT to enable more wheelchair access OR slopes are accessible to areas when required</p>	<p>Monitoring of site for physical access needs when required</p>	Caretaker & SENDCo	On-going	<p>Classrooms are accessible for disabilities and wheelchair access</p>

Hearing impaired system/equipment Currently no hearing loop	E	SENDCo to liaise with MAT IT Consultants when hearing systems are required	Time	SENDCo Caretaker and IT	On going	Hearing loop or equipment to be investigated if needed
Refurbishment	E	Ensure that when classrooms are refurbished (painted) that appropriate colours deemed better for visually impaired are used.	Time Paint	Caretaker and HT	On-going as refurbishment takes place.	
Disabled toilet use	E	Ensure that pupils and members of staff are protected when pupils have to be accompanied to use the disabled toilet.	Time	HT/All staff	Monitor	The site meets H& s requirements in terms of disability access
Improve provision for pupils with SEND.	C, I	Audit of experience, training and confidence and CPD needed.	Audit Staff training/CPD	SENDCo	Staff meeting/TA meeting planning and input	Audit Staff CPD

Improve provision of ICT equipment for pupils with SEND – ipads in each class, Clicker, Tapestry,	C, I	Teachers given opportunities to watch outstanding practitioner use ICT in lessons. Computing lead given training and opportunities to use ICT within the curriculum and in reach to other staff	Time given to training and opportunities to use ICT within curriculum and observe other staff Look into alternative software Audit where pcs are in building	SENDCo Computing Lead Teachers	Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.	IT adaptation noted in learning walks and observations
Improve progress and participation for pupils with sensory and or physical difficulties	C, E, I	Write Learning progress plans (LPPs) Widget software purchased/training when required Develop fine motor and gross motor groups across school if as necessary PSD Training	SENCo with class teacher to develop pupil passports SENCo to deliver ongoing Widget training when required Sports coach to establish and develop gross motor group. Fine motor groups in KS1/ plan inclusive activities in lessons.	SENDCo SENDCo Sport Coach	Annually in Sept Ongoing Annually reviewed termly.	Pupil passports Widget being used in books and classroom displays when required Provision map and observations Markings on step
Offer specialist provision for SEND children in an inclusive environment	C, E, I	Ensure inclusive practice in lessons and activities e.g. after school club, school trips.	Integration timetable for curriculum. Autism- friendly environment around the whole school Inclusive activities and school trips	SENDCo	On going	Training logs Learning walks Lessons start on time without need to make adjustment to accommodate needs of individual pupils. Pupil passports and LPPs

						Meetings timetabled Minutes of safeguarding meetings
Ensure smooth transition of all pupils with SEND	C, E, I	Meeting to focus on layout of classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	Pupil passports Transition of information to secondary and visits. Meetings with secondary staff EYFS home visits. SEN list with links to professional info for teachers to have access to. Stay and play sessions Regular safeguarding meetings to discuss children at risk.	SENDCo CT DSLs EYFS Lead SENDCo	annually On going	CPD log shows evidence of training undertaken Request form submissions and support offered Evidence from stay and play sessions and home visits
Improve progress and participation / for pupils with cognition and learning difficulties.	C, I	Staff training on adaptation. Widget training when required. Seek support from Inclusion team	Deliver training to support SEND knowledge and strategies to differentiate. Ongoing training for all staff. Staff can do a request for support form outlining provision they have provided so far, what has worked, what has not worked	SENDCo	On going	CPD log shows evidence of training undertaken

Improve pupil voice for children with SEND at school	C, I	SEND pupils to be on school council Feedback/input to LPPs Pupil passports	School council	School council lead Teacher	On going	SEND pupils on school council
Improve progress for children with communication and language difficulties	C, I	Speech therapist to develop staff skills when required SALT work with individual pupils Makaton training for key members of staff	SALT support across school to upskill staff through, deliver training, deliver 1-1 therapy to identify areas of need Now and next boards for lanyards Intensive interaction Weekly Makaton sign	SALT, SENDCo	Termly reports Provision maps Parents evening	Development of SALT across school through training. Provision map Evidence of parents attending All staff using basic Makaton
Improve attainment and participation of pupils with social, emotional and mental health difficulties,	C, I	Review support for children with MH SEMH and adapt as required. Signpost parents to support Develop an emotional regulation area – Nurture Hub, Nurture Nook and break-out spaces	Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENCo Social group	DSLs SENDCo SEND TAs	On going	Provision map Referrals to outside agencies

		<p>Access to Primary Mental Health Team</p> <p>Support offered via inclusions & Schools Attendance Officer</p>				
Increase access to curriculum for pupils with a disability	C, I	<p>School offers an adapted curriculum for all pupils</p> <p>Resources tailored to needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress tracked for all pupils, including those with a disability</p> <p>Targets set effectively and are appropriate for pupils with additional needs</p>	<p>Planning meetings</p> <p>PPA</p>	<p>CT</p> <p>SENDCo</p>	Ongoing	Curriculum reviewed to ensure it meets needs of pupils

Improve the delivery of information to pupils with a disability, as needed	Our school uses a range of communication methods to ensure information is accessible.	Internal signage Large print resources Pictorial or symbolic representations Braille Induction Loops when required Flashing fire alarms	Signs	SENDCo Premises manager	On going	Internal signage is clear with pictorial representations
Ensure SEND and vulnerable pupils are briefed on evacuation routes	I E	Evacuation routes shared with children/staff		Premises SENDCo HT CT SENDTA	On going	All aware of evacuation routes