Falconhurst School
Accessibility Plan and Policy

Reported to FGB: April 2026

Review Date by FGB Governors: April 2029

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1. Aims

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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication. Our principles and values that relate to equality and inclusion are that:

1. All children are of equal value
2. We recognise, respect and value difference and understand that diversity is a strength
3. We foster positive attitudes and relationships
4. We foster a shared sense of togetherness and belonging
5. We have the highest expectations for all our children
6. We work to raise standards for all pupils, especially for the most vulnerable
7. We observe good equalities practice for our staff

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; including external health professionals and advisory bodies for staff and children alike.

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.

2. 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 reasonable adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives	Actions to be taken	Person responsible	Action Complete	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Improve communication and inclusion for all children with communication difficulty	Extending use of Widget symbols in whole school curriculum resources, individual pupil resources and around the learning environment. PECs provision assessed and implemented where relevant Implement Magic Words training and delivery	SENDCo Teaching Assistants	Ongoing September 2026	Learning walks, environment assessments, pupil interviews and progress tracking in SEND Support plans and EHC reviews references improved communication and understanding
		Sustain use of basic signing amongst all children so that those with speech and social communication need are included.	Link to Single Equality Policy, establish as part of PD culture and ethos as a school where all pupils belong and thrive	SENDCo and TA's with support from confident adults in school team	Ongoing	Pre-verbal children making greater use of early sign to convey wishes and meaning.

Improve provision of activities in outdoor environment for children with physical difficulty	The environment is adapted to the needs of pupils as required. This includes: • Ramps to external doors from the playground • Elevator for access to the new build upper floor • Evacuation Chair • Corridor width • 'Designated' parking bay for disabled access • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Divert grant funding to further enrich the physical therapy apparatus for children with gross motor disability.	Proposal to further enhance the main playground with additional markings and equipment designed to support and promote safe exercise and group play. • Golden mile • Hoops • Basketballs Proposal to demolish and re-site a new trim trail for KS1 with focus on gross motor and balance opportunities	SBM, PE Lead and Sports Coach	Ongoing from April 2026 with grant funding	Children in need of physical support to access outside environment and play are fully engaged

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be reported to the Full Governing Board under Tier 1 of the policy arrangements.

5. Links with other policies

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

- Health and safety policy
- Single Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Lower, Ground and Upper Floor connected with 6 stairwells	Stairwells to be checked for visibility markings and fully adhered linoleum to avoid trips	Site Agent	Ongoing
Lifts	1 lift available for staff and children as required	Ensure that the lift has an annual maintenance check	Site Agent	Ongoing
'Designated' Parking bays	Not a formal bay by the first side gate, but custom and practice designates it for the school	Weatherproof signage to be produced in the event of the bay being 'designated' for a disabled driver or drop-off	HT and Site Agent	When Required
Entrances	All doors are wide enough for wheelchair access	Half Yearly environment check that entry and egress through doors is not impeded by clutter or furniture	Site Agent	Ongoing
Toilets	Located at the entrance and far end of the school	Ensure that emergency pulls are operational and that they are checked as part of a termly inspection rota	Site Agent	Ongoing
Internal signage	Refer to action point above in the plan			
Emergency escape routes	Located around the building	Ensure that Evacuation plans for relevant staff and children are updated at least annually	HT, SBM and SENDCo	Ongoing