



Foxbridge Primary School

Accessibility Plan

Written: April 2025

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Signed copy held centrally

Accessibility Plan

At Foxbridge Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We aim to promote an ethos of care and trust where every member of our school community feels valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem.

Foxbridge 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. There is a commitment to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

There is a duty under the act to;

- not to treat disabled students less favourably for a reason related to their disability;
- make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- plan to increase access to education for disabled students.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan looks at the provision of support from three perspectives i.e. the accessibility of physical environment, curriculum and information.

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- To ensure the curriculum is suitable for the needs of the individual children with specific needs to enable equality of access to the curriculum
- Improve 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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Physical environment	Evidence	Actions
The school layout means that it is fully accessible to wheelchair users.	No steps Width of corridors and doorway	Continually review accessibility for wheelchair user
All staff are trauma aware and implement our behaviour policy effectively.	Pupil voice Learning walks OFSTED report 2025	
There are disabled toilets and a hygiene room.		
Parking arrangements for all are logical and safe.	Clearly marked disabled bay.	Ensure markings are well maintained.
Pathways around school are safe and well signed.		Ensure good maintenance
Emergency and evacuation systems in place for all children.	Pupil voice Smart log records	Personal evacuation plan / risk assessments put in place for individuals as required.
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism and epilepsy.	Colour scheme is not over stimulating.	Ongoing assessment and liaison with SEN services to ensure best practice.
Steps taken to reduce background noise.	Classrooms carpeted in main teaching areas. Teacher knowledge of child – consider seating position of children who have hearing difficulties.	
Furniture and equipment used as needed and located appropriately.	Liaison with Occupational Therapy and other external agencies as necessary.	Ongoing communication and adapting to needs of the cohort.
Access to information	Evidence	Actions
Staff are familiar with teaching and practices to assist pupils, parents and carers with disabilities e.g. Positioning when talking to a hearing impaired learner.	Lesson observations CPD Liaison with external agencies and implementation of advice.	Regular CPD to ensure staff are up to date with current, inclusive good practice.
School will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on		Ongoing liaison as appropriate

audiotape or in Braille for pupils/parents/ carers who may have difficulty with the standard printed form.		
School ensures that both in lessons and meetings, information is presented in a user friendly way. E.g. Reading aloud, using Visualisers, PowerPoints etc.	IWB used in every class and visualiser used for close up demonstration work and enlarging texts. All staff read aloud and for parents who cannot read, information is read to them. Power points used at workshops and parents meetings. Website updated regularly and regular newsletters sent to parents.	
Curriculum access	Evidence	Actions
Teachers and TAs have the necessary training to teach and support pupils with a specific learning disability and have access to specialist teachers and external agencies for information and advice.	Record of qualifications and CPD. SEN provision maps.	Ongoing programme of CPD Regular SEN staff meetings to share information.
Support staff employed to work closely with children with EHCPs.	Employment of staff.	Review deployment annually.
Classrooms are organised to promote independence and participation of all pupils.	Layout is carefully thought through with individual needs taken into account. Accessibility and equipment needs are taken into account. Use of visual timetables.	Adaptations to be made as needed.
Lessons ensure that all children succeed due to quality first teaching strategies. Eg adapted work, flexible groupings, visual aids.	Embedded quality first teaching strategies. Lesson observations Action plans IEPs.	Ongoing monitoring and evaluation to ensure that the curriculum is meeting the needs of all children.
All pupils are encouraged and enabled to take part in all subjects	Full inclusion in enrichment opportunities, visits, performances etc.	Audit of participation.
Staff identify and plan for pupils with specific learning difficulties as to	All staff are aware of all the needs of children. Detailed IEPs are written	Staff meetings and CPD planned in to improve teacher knowledge.

how best to support them in class.	and shared with parents as appropriate. Training accessed as required.	SENCO / Headteacher to ensure new staff have an effective induction in terms of SEND provision and needs within the school.
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