

Freeland CE Primary School

*'From small beginnings come great things:
Know your roots, Branch out and Fly high'*



ACCESSIBILITY POLICY AND PLAN

2025 – 2029

Policy Agreed by the Governing Body on13.11.2025.....

SignedChris Jones.....Chair of LGB

SignedSarah Nickelson.....Head Teacher

Review DateNovember 2026.....



INTRODUCTION

Our Access Statement and Plan is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race.

As a school we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Furthermore, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

The school recognises that many of our pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of our ongoing commitment to the delivery of an inclusive educational service, we work hard to ensure that all our pupils receive a high a standard of education and are supported in reaching their full potential. Good communication and co-operation between the school, home and other professionals are essential.

The key aims of this Plan are to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to increase disabled pupil's physical access to education and extracurricular activities.
- Improve the delivery of information to disabled children and young people; using formats which give better access to information.
- Provide continued education as normally as the condition allows.
- Reduce the risk of lowering self-confidence and educational achievement.
- Promote equal access to education for all children and young people.
- Ensure that prompt action takes place.

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Some disabled pupils also have special educational needs (SEND) and may be receiving support via school-based SEND provision or have an Educational Health Care Plan (EHCP). Just because a disabled pupil has SEND or an EHCP this does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have an EHCP for SEND will receive all the support they need through the SEND offer and there will be nothing extra the school has to do. However, some disabled pupils will not have SEND, and some disabled pupils with SEND will still need reasonable adjustments to be made for them in addition to any support they receive through the SEND offer.

Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school. There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation

Charging Arrangements for Making Reasonable Adjustments

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

Associated policies and plans

This plan should be read in conjunction with the following school policies, strategies and documents:

- School vision statement
- Special educational needs policy
- Single equality plan
- School evaluation and development plans
- Positive behaviour policy

Implications for School Admissions

The aim of Oxfordshire County Council is for children with disabilities who are starting school to have a place in a suitably accessible, nearby, primary school which feeds into an accessible secondary school. This will enable such pupils to have an agreed pathway for their education. To support this aim, it is the County Council's policy to prioritise disabled children in admissions. Our third over-subscription criterion is 'Disabled children who need to be admitted to a school on the grounds of physical accessibility'. As a Multi Academy Trust we have adopted OCC's admission policy and criteria.

Since September 2002 it has been against the law to discriminate in school admissions, education and associated services and exclusions. Parents have means of redress through admissions and exclusions appeals and Special Educational Needs and Disability tribunals which now sit in the Health, Education and Social Care (HESC) Chamber of the First-Tier Tribunal.

Other considerations:-

- When arranging trips out, special attention is given to meet the needs of a child with disabilities. These needs will be highlighted on the risk assessment for the trip.
- If a pupil is absent from school for extended periods, then liaison with parents and relevant personnel from the health authority will take place in order to maintain access to the curriculum as near as possible to that being covered in school.
- All staff receive appropriate guidance and support to meet the School's duties to disabled pupils.
- The school will action any reasonable physical adjustments or provide auxiliary aids and services
- Consideration is given to ensure that sufficient and appropriate support is available to enable equal opportunities for all.

Publication

The plan will be available on the school website and in hard copy on request.

Monitoring & Review

The plan will be monitored through the Local Governing Board and may be monitored by Ofsted during inspection processes. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality & Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be reported on annually in respect of progress and outcomes and provide a projected plan for the three year period ahead of the next review date.



FREELAND PRIMARY ACCESSIBILITY ACTION PLAN

Objective 1: Increase the extent to which pupils with disabilities can participate in the curriculum

Objective	Actions to be taken	Success Criteria	Person Responsible	Time frame
Year 1: Establish strong foundations for curriculum access	<ul style="list-style-type: none"> - Conduct a comprehensive audit of curriculum access for pupils with disabilities. - Deliver initial targeted training for all teaching staff on adaptive teaching strategies and differentiation. - Continue to develop clear outcomes from pupil profiles for pupils with disabilities. - Introduce assistive technology tools in classrooms. - Review curriculum content for accessibility and engagement. 	<ul style="list-style-type: none"> - Completion of curriculum access audit. - All teaching staff complete initial adaptive teaching training. - Pupil Profiles audited for pupils with disabilities. - Assistive technology introduced in key classrooms. - Positive initial feedback from pupils and parents. - Curriculum review report completed. 	SENCO / Headteacher / Curriculum Leaders	Year 1
2: Build on and expand inclusive practises	<ul style="list-style-type: none"> - Provide refresher and advanced training on adaptive teaching and differentiation. - Regularly review and update Pupil Profiles with pupil and parent input. - Expand use of assistive technology and resources. - Adjust curriculum further based on feedback and assessment outcomes. - Develop pupil leadership roles to support inclusion. 	<ul style="list-style-type: none"> - Increased pupil engagement and progression data. - Regularly updated Pupil Profiles reflecting evolving needs. - Expanded technology use in classrooms. - Positive feedback from staff, pupils, and parents. 	SENCO / Headteacher / Curriculum Leaders	Year 2

	<ul style="list-style-type: none"> - Enhance staff training on disability awareness and inclusive attitudes. 	<ul style="list-style-type: none"> - Evidence of pupil leadership in inclusion initiatives. 		
Year 3: Embed and sustain inclusive curriculum access	<ul style="list-style-type: none"> - Embed adaptive teaching strategies as standard practice across all year groups. - Conduct impact evaluation of curriculum accessibility and participation. - Continue regular Pupil Profile updates and personalised support. - Integrate disability awareness and inclusion fully into curriculum themes and school culture. - Share best practice internally and with other schools. - Plan for ongoing staff development and resource allocation. 	<ul style="list-style-type: none"> - Demonstrable sustained increase in participation of pupils with disabilities. - Positive OFSTED feedback on inclusion. - Strong pupil voice and leadership in inclusion. - Curriculum fully reflects inclusive values. - Accessibility plan updated with evidence of impact. 	SENCO / Headteacher / Curriculum Leaders	Year 3

Objective 2: Improve physical environment

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Year 1: Improve physical environment for accessibility	<ul style="list-style-type: none"> - Conduct a full accessibility audit of physical environment and learning spaces. - Identify and prioritise necessary adjustments. - Begin adjustments to classroom layouts and learning resources. - Provide staff training on supporting physical access needs. 	<ul style="list-style-type: none"> - Accessibility audit completed. - Priority actions identified and started. - Initial physical adjustments made. - Staff trained on physical accessibility needs. 	SENCO / Headteacher	Year 1

Year 2: Continue enhancements and embed accessibility	<ul style="list-style-type: none"> - Complete remaining physical environment adjustments. - Introduce quiet and sensory-friendly spaces. - Monitor and review effectiveness of changes. - Train new staff on access needs. 	<ul style="list-style-type: none"> - All planned physical adjustments completed. - Sensory-friendly spaces established and used. - Positive feedback from pupils and staff. - Staff aware and responsive to physical access needs. 	SENCO / Headteacher	Year 2
Year 3: Maintain and evaluate physical accessibility	<ul style="list-style-type: none"> - Conduct impact assessment of physical environment improvements. - Plan for ongoing maintenance and future improvements. - Share good practice and lessons learned. 	<ul style="list-style-type: none"> - Evidence of improved pupil access and participation. - Maintenance plan in place. - Accessibility plan updated with physical environment review. 	SENCO / Headteacher	Year 3

Objective 3: improve availability of accessible information

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Year 1: Enhance delivery of accessible information	<ul style="list-style-type: none"> - Review all school communication for accessibility. - Develop alternative formats (large print, audio, easy-read). - Ensure website and electronic platforms meet accessibility standards. - Train staff on accessible communication. 	<ul style="list-style-type: none"> - Accessibility review completed. - Alternative formats available. - Website compliant with WCAG standards. - Staff trained. - Clear request process published. 	Office Administrator / SENCO / ICT Coordinator / Head Teacher	Year 1

	- Establish request procedures for accessible information.			
Year 2: Expand and promote accessible communication	<ul style="list-style-type: none"> - Regularly update accessible materials. - Monitor and respond promptly to requests. - Promote availability of accessible formats to parents and pupils. - Provide refresher training for staff. 	<ul style="list-style-type: none"> - Positive feedback on communication accessibility. - Prompt responses to information requests. - Increased awareness among parents and pupils. - Staff maintain skills. 	Office Administrator / SENCO / ICT Coordinator / Head Teacher	Year 2
Year 3: Embed accessible communication practises	<ul style="list-style-type: none"> - Evaluate effectiveness of communication accessibility. - Integrate accessible communication into all school policies. - Plan for ongoing updates and staff development. 	<ul style="list-style-type: none"> - Communication fully accessible to all pupils and parents. - Documented policy integration. - Accessibility plan updated with communication review. 	Office Administrator / SENCO / ICT Coordinator / Head Teacher	Year 3

Objective 4: Promote positive attitudes towards disability

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Year 1: Promote positive attitudes towards disability	<ul style="list-style-type: none"> - Embed disability awareness and inclusion themes in PSHE and collective worship. - Begin staff training on disability awareness. - Initiate pupil leadership programmes 	<ul style="list-style-type: none"> - Inclusion themes regularly featured. - Staff complete initial disability awareness training. 	Headteacher / PSHE Lead / SENCO / Pupil Leadership Coordinator	Year 1

	<p>focused on inclusion.</p> <ul style="list-style-type: none"> - Celebrate diversity through events and displays. 	<ul style="list-style-type: none"> - Pupil leadership initiatives launched. - Diversity visibly celebrated. 		
Year 2: Deepen culture of inclusion and awareness	<ul style="list-style-type: none"> - Continue and expand disability awareness training. - Increase pupil-led inclusion initiatives. - Further integrate inclusion into curriculum and school culture. - Involve pupils with disabilities in leadership and decision-making. 	<ul style="list-style-type: none"> - Increased pupil participation in leadership. - Staff and pupils demonstrate inclusive attitudes. - Inclusion embedded across curriculum and activities. - Positive feedback from pupils and parents. 	Headteacher / PSHE Lead / SENCO / Pupil Leadership Coordinator	Year 2
Year 3: Sustain and model inclusive attitudes	<ul style="list-style-type: none"> - Evaluate impact of inclusion initiatives. - Share best practises within school and wider community. - Plan ongoing development and celebrate successes. - Ensure pupils with disabilities have prominent leadership roles. 	<ul style="list-style-type: none"> - Inclusion culture firmly embedded. - Evidence of sustained positive attitudes. - Pupils with disabilities visible as role models. - Accessibility plan updated with inclusion outcomes. 	Headteacher / PSHE Lead / SENCO / Pupil Leadership Coordinator	Year 3

This accessibility plan will be reviewed annually to ensure continued progress over the three years in increasing the participation of pupils with disabilities in the curriculum, aligned with the school's inclusive ethos and OFSTED priorities.