



# Accessibility Plan 2025-2028

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February 2025

Agreed: February 2025

Review Term: Spring 2028

## Introduction

This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality act 2010 and the SEND Code of Practice 2014. This plan will be reviewed regularly and will be updated every three years. This plan complements our SEN information Report, Equalities Policy, Supporting Medical Needs in School, Intimate Care and Child Protection policies.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

*'They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'*

Fielding Primary School recognises its duty:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less-favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.
- The Governing Board of Fielding Primary School recognises its duty 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.

Fielding Primary provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## What do we do to collect information about our children?

- We collect information from Early Years settings and any previous schools, so that we are prepared for children when they arrive in school.
- We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.
- Home visits are undertaken for all children beginning Nursery and Reception and if any children have additional needs the LA and health advisers are contacted for support and guidance.
- Transition meetings are held between class teachers each year.
- Staff are trained in the use of auto-injectors and asthma inhalers
- All associate staff & sports staff hold current first aid qualifications.
- Members of support staff in the Early Years have current Paediatric First Aid qualifications.
- All pupils with an identified special educational need have a Learning Plan.
- Health Care plans are completed for all children with medical needs and stored electronically.
- Imitate care plans are completed for those who need personal care.

## School Population

We have children with the following disabilities on roll,

- Diabetes
- Asthma
- Eczema
- Epilepsy
- Hearing impairment
- Visual impairment
- ADHD
- ODD
- Anaphylaxis
- Autistic Spectrum Condition
- Dyslexia
- Dyspraxia
- Physical Impairment
- OTC deficiency
- Brain injury
- Auto-immune diseases, such as coeliac disease
- Down syndrome
- Cerebral Palsy

## Access Audit

We take advice on support needed for pupils with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The Deputy Head and the SENDCO have an overview of the needs of disabled pupils.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Fielding Primary consists of a main building and two annexes.

The main building is two storeys with wide corridors and several access points from outside. The main entrance features a secure lobby and has been fitted with a low reception desk, this being fully accessible to wheelchair users. There are accessible toilet facilities available, one in the entrance lobby for visitors, one in the Reception wing, one in the Year 1 wing and one upstairs. All these are fitted with a handrail and a pull emergency cord.

EYFS, KS1 and Year 3 areas are all on the ground floor with wide door access to all rooms both internal and external. The Nursery includes a sensory room that can be accessed from Nursery or the key stage 1 library. The halls are on the ground floor and are accessible to all. There is a lift which can accommodate a large wheelchair which is maintained on a regular basis. School staff are trained in the operation of the lift when relevant.

Annex 1 is our ARP, this is a single storey building, purpose built to meet the needs of pupils with an Autistic Spectrum Condition. It includes a sensory room, therapy room and calm room. It includes accessible access to all classrooms and an accessible toilet.

Annex 2 is our school house, this is a two story building with accessible access via the rear garden. There is an accessible toilet on the ground floor.

On-site car parking for staff and visitors includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users. All outside areas are tarmacked and fully accessible to wheelchair users.

All classrooms are fitted with appropriate lighting and interactive whiteboards or screens, font sizes and colours can be amended to meet individual needs. Other resources are used in classrooms as needed for example CCTV video magnifiers, portable magnifiers, ipads and radio aids.

All pupils have opportunities to join age relevant co-curricular activities beyond and within the school day. All children are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other adults involved with children who may have special requirements and from health and safety officers.

School makes additional provision for pupils with special educational needs and disabilities to access the curriculum through the SEN Framework.

The three areas considered in the action plan are:

a) Increasing access to the school curriculum

*This includes teaching and learning and the wider curriculum of the school including co-curricular activities, educational visits.*

Improving the quality of learning and teaching lies at the heart of the school's work. Through self-review and professional development, school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all pupils. We aim to meet every pupil's needs within inclusive classes. Each term there is at least one dedicated whole school training on Special Educational Needs. Other training is arranged for staff based on individual pupil needs.

Fielding Primary has set the following overall priorities for increasing curriculum access:

- Early identification and assessment of children's needs and expertise sought to support the children in school from parents and practitioners.
- Staff training on specific learning needs e.g. dyspraxia, autism, ADHD, mental health including behaviour and attachment.

b) Improving access to the physical environment of the school.

*This includes improvements to the physical environment of the school and physical aids to access education.*

Fielding Primary will take account of the needs of pupils and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises.

Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.

Previous adaptations made to the school:

- Fully equipped adult disabled toilet and 3 disabled toilets for children
- Staff trained to support children with medical needs
- Provision of a disabled parking bay on site
- Instalment of a lift to second floor
- Purchase of accessible technology

c) Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.

In planning to make written information available to disabled pupils and/or parents we will establish the exact need and then meet it. We will use Local Authority expertise and support agencies as well as its own ICT infrastructure to access a range of materials supportive of needs.

Teaching and support staff will always need to be sensitive to presenting materials to children in appropriate formats.

The school makes its accessibility plan available on the school website and in different formats such as large print upon request.

Plan 2025-28	Issue	Action (s)	Who	Success Criteria	Monitoring Who/How?
Curriculum	For all teachers to be 'teachers of children with Special Educational Needs'. Curriculum adapted to ensure pupils know and remember the 'must know knowledge'	Training for teachers and support staff on different aspects of SEND including appropriate ways to adapt, scaffold and where needed differentiate.	SENDCO, AHTs, class teachers, TAs	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.  All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	D/HT/SENCO , AHTs Observations
	Access to curriculum for those pupils with specific learning difficulties	Review the needs of children with specific learning difficulties provide all relevant training and resources.	SENDCO	All children have access to resources and programmes to remove any barriers to learning pupils make appropriate progress.	DHT , fortnightly meetings with SENDCo
	Pupils with SEND and parents to be included in decisions about support options to ensure provision is child led and outcomes focussed	3 meetings per year to discuss outcomes	SENDCO and/or class teachers  Termly (start of year and then following assessment points)	All children have appropriate outcomes set that will support them in closing the gap in their learning with their peers	DHT
Physical Environment	For children's needs to be met through making	Movement through the school – ensure	SENDCO	All children feel safe walking through the	DHT /SEND Gov/ resources

	appropriate adaptations to timetabling and resources	children with physical disabilities have the opportunities for free movement within the school which may mean teachers allowing them to leave classes a few minutes earlier so they feel safe and secure on stairs and in corridors		school	committee Reports Observations
<b>Written Information</b>	<p>To ensure the availability of written material in alternative formats as needed by our parent population.</p> <p>To ensure the availability of appropriate sized written material for pupils/parents with a visual impairment.</p>	Review all current school publications and promote the availability in different formats for those that require it.	SEND/CO/DHT/VI team	The school will provide written information in different formats/sized when required for individual purposes.	GB, reports
<b>Other</b>	To ensure school website is compliant with new accessibility requirements	Current website platform is due to be retired, therefore no updates available, work with website company to design a new fully accessible website.	DHT/HT September 2025	Website will be fully compliant with accessibility requirements CAG 2.2 AA standard, "perceivable, operable, understandable, and robust"	GB, website compliance check