Accessibility Plan

FOREST VIEW SCHOOL

Policy name	Accessibility Plan
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Owner	BL
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Approver	Local Governing Board
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1. We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.
2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
3. We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
4. We log racist incidents and report them. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log all bullying incidents

In fulfilling the legal obligations and establishing our school ethos, we are guided by 7 principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- sexual identity.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 6: We have the highest expectations of all our children and work to raise standards for all pupils, especially the most vulnerable

We expect that all pupils can make good progress and achieve to their highest potential. By improving the quality of education for the most vulnerable groups of pupils standards across the whole school will rise.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism or homophobia.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of the school.

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.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.

Action Plan

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

The information set out in the column of "current good practice" are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context.

Aim	**Current good practice** Include established practice, and practice under development	**Objectives** State short, medium and long-term objectives	**Actions to be taken**	**Person responsible**	**Date to complete actions by**	**Success criteria**
Increase access to the curriculum for pupils with a disability	Use of teaching assistants to support pupils Lift in place to allow access to all school levels Scaffolded approach to the curriculum Resources tailored to the needs of pupils who require support to access the curriculum	**Resource Allocation:** Allocate necessary resources, such as assistive devices and support staff, to accommodate the diverse needs of pupils with disabilities. **Collaboration with Specialists:** Work closely with special education professionals to tailor educational	Explore assistive devices that may benefit pupils Work with and put in place actions following ATS, Educational Psychologist and other educational professionals. Continued communication with parents so that they are well-informed	Inclusion Manager	September 2028	Pupils (particularly those that are older) have more independence in accessing the school curriculum and choose the most appropriate adaptations for themselves. Parents feel that their children are well-supported. Staff are well-trained and

	Curriculum resources include examples of people with disabilities 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 make sure it meets the needs of all pupils	strategies and interventions. **Parental and Community Engagement:** Foster strong partnerships with parents and the community to support the educational needs of pupils with disabilities. **Staff Training:** Provide professional development for staff on inclusive education practices and the use of assistive technologies.	about support that is in place for children and what is available. Yearly programme of CPD includes training on accessibility.			have the skills to meet the needs of all pupils.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This	**Utilise Diverse Communication Methods:** Continue to Implement a variety of communication tools, such as visual	Keep up to date with advances in technology to support delivery of information. Share best practice	Inclusion Manager Head Teacher Deputy Head Teacher Assistant Head Teachers	September 2028	Pupils receive information in a way that maximises their learning. Pupils feel well supported.

	includes: Internal signage Large print resources Braille Induction loops Pictorial or symbolic representations Audio resources	aids, interactive digital platforms, and hands-on activities, to cater to different learning styles. **Staff Training:** Provide ongoing professional development for staff on effective communication strategies and the use of technology in the classroom. **Feedback Mechanisms:** Establish regular feedback channels for pupils to express their understanding and provide input on the effectiveness of information delivery. **Inclusive Practices:** Ensure that information is	Yearly CPD programme includes training on effective communication Develop effective channels for pupil voice through school council and questionnaires. Include checks on accessibility and delivery of information during monitoring checks.			Staff have the skills to support their pupils.

		accessible to all pupils, including those with disabilities, by using clear language, subtitles, and other assistive technologies.				
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: · Ramps · Elevators · Corridor and door width · Disabled parking bays · Disabled toilets and hygiene suite · Library shelves at wheelchair-accessible height Height adjustable cookers and worktops in cookery room	**Emergency Preparedness:** Develop and practice emergency evacuation plans that accommodate the needs of pupils with disabilities. **Signage and Wayfinding: I**nstall clear, accessible signage and wayfinding systems throughout the school to assist pupils in navigating the environment independently. **Inclusive Playground Equipment:** Ensure	Explore use of audit tools to assess site accessibility Ensure PEEPs are in place for pupils and adults with disabilities. Assess play surfaces and equipment to ensure accessibility for all.	Inclusion Manager Site Manager Head Teacher	September 2028	All pupils regardless of impairment are able to access the entire school site. Pupils feel included in all school activities. Pupils develop more independence as they move through the school.

	Wheelchair friendly path to Forest Schools.	that playgrounds and recreational areas include equipment that is accessible to all pupils, including those with disabilities.				

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Local Governing Board.

Links With Other Policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy