

# Forest Edge Learning Federation

## Accessibility Plan

*Our children will be globally-aware, confident, successful learners who, within our ambitious and forward thinking environments, will develop a secure sense of self-worth.*

<b>Name of School:</b>	<b>Breamore CE Primary, Hale Primary and Hyde CE Primary</b>
<b>Name of Responsible Manager/Headteacher:</b>	<b>Tracy Allen Executive Headteacher</b>
<b>Date Policy approved and adopted:</b>	<b>November 2025</b>
<b>Date Due for review:</b>	<b>October 2028</b>

## 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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, published under the 'Policies' section of the school website in accessible PDF format. 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, staff, governors and local authority representatives

## 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<ul style="list-style-type: none"> <li>- Our school offers a differentiated curriculum for all pupils</li> <li>- We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>- Curriculum resources include examples of people with disabilities</li> <li>- Curriculum progress is tracked for all pupils, including those with a disability</li> <li>- Targets are set effectively and are appropriate for pupils with additional needs</li> <li>- The curriculum is regularly reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>To continue to train staff to enable them to meet the needs of children with a range of SEN</p> <p>To continue to ensure that all children are able to access all out-of-school activities. E.g. clubs, trips, residential visits etc</p> <p>To meet the needs of individuals during the statutory end of KS2 tests.</p> <p>To provide specialist equipment to promote participation in learning by all pupils.</p>	<p>On-going evaluation of needs according to pupils on role then written into CPD plan.</p> <p>Review out of school provision to ensure compliance with legislation</p> <p>Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied</p> <p>Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc</p>	<p>Senior leadership team</p> <p>All staff</p> <p>Senior leadership</p> <p>SENDCo</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE
<p><b>Improve and maintain access to the physical environment</b></p>	<ul style="list-style-type: none"> <li>- Personal evacuation plans written as required by Fire Safety Co-coordinator and H&amp;S admin in conjunction with EHT.</li> <li>- All steps are marked with visibility edging for visually impaired pupils and all doors are in a markedly contrasting colour to their surrounds</li> </ul> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>- Ramps (Not at Hyde)</li> <li>- Disabled parking bays (Not at Hyde)</li> <li>- Disabled toilets and changing facilities (Not at Hyde)</li> <li>- Library shelves at wheelchair-accessible height</li> </ul>	<p>Ensure all disabled pupils can be safely evacuated</p> <p>To ensure building upkeep / maintenance takes account of accessibility requirements</p>	<p>To create access plans for individual disabled pupils as part of the support plan process when required Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Consider colour / paint schemes for visual impairment needs when re-decorating. Maintain step edgings /outdoor ramps/ footpath ramps/ signs etc. to a good standard to secure ongoing suitable access</p>	<p>SENCo Fire Coordinator</p> <p>H&amp;S lead and EHT Governors</p>
<p><b>Improve the delivery of written information to pupils and parents</b></p>	<p>Schools within our federation operate an open door policy. Parents are encouraged to speak to staff if they have any concerns. Teachers will contact parents via phone, email as deemed appropriate.</p> <p>The weekly updates and are made available to all families through email. The school website is updated regularly and notifies parents about forthcoming events on the calendar.</p>	<p>To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings and know what is going on in school.</p> <p>Ensure all staff are aware of guidance on accessible formats</p>	<p>Staff to hold parents' evenings by phone or send home written information.</p> <p>Guidance to staff on dyslexia and accessible information</p>	<p>EHT and all teachers and admin staff</p> <p>SENDCo</p>



#### **4. Monitoring arrangements**

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

It will be approved by the resources committee of the governing body

#### **5. 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
- Supporting pupils with medical conditions policy

Approved by the Governing Body on 5th November 2025

