



**FULFEN**  
Primary School

Leading the way  
to a brighter future

L Love of Learning... E Encouraging... A Adaptable... D Determination...

# Accessibility Plan

**Last Updated: October 2023**

**Review Date: October 2026**



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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 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. We pride ourselves on our inclusive ethos and passionately believe that children should reach their potential. We want every child's time at Fulfen to be a positive experience and hope they look back on their time as a happy one. High self-esteem is encouraged, high expectations and values are fostered and progress and achievement are positively monitored and celebrated.

We believe that there are "no excuses" made for underperformance and that there are 'no limits' to what children can achieve. Our staff adopt a 'solution focused' approach to overcoming barriers. Equal is not every child receiving the same provision, fair is everyone getting what they need to be successful, therefore, at Fulfen we always endeavour to be fair but it may not always feel equal. Working with pupils, parents and carers is the heart of everything we do.

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, this 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 and governors of the school.



## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p> <p>Improve provision and access for pupils with SEND</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Fulfen has invested heavily in teaching assistants who are able to work with pupils individually and in a small group</i></p> <p><i>Additional time is allowed for pupils to use equipment in</i></p>	<p>SLT to continue to monitor that appropriate resources are used in lessons for pupils e.g. enlarged texts.</p> <p>SLT to monitor through pupil progress meetings and learning walks</p> <p>Inclusion specialist to train staff as required</p> <p>Subject leader to monitor</p>	<p>Deputy Headteacher</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Reviewed termly and through planning audits/learning walks/lesson observations</p>	<p>Offer an exciting, broad and balanced curriculum so that pupils achieve their potential.</p> <p>Continue to provide the top up funding for all of our pupils and the high level of support in which they receive</p> <p>Teaching assistants will continue to provide the high quality of one to one and small group support that they deliver to the pupils with the most significant needs</p> <p>The curriculum will meet the needs of all pupils.</p>

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	<p><i>lessons if required. Extra time is allocated to pupils with disabilities to complete work.</i></p> <p><i>Extra time is for pupils is considered and applied for if necessary for the KS2 SATS.</i></p> <p><i>More formal additional access arrangements available for KS1 and KS2 SATS if necessary.</i></p>				
To improve the provision of ICT equipment for pupils with SEND	<i>Increase the access of ICT for pupils with a disability and SEND</i>	<p>Teachers to be given opportunities to observe outstanding practitioners using ICT in lessons</p> <p>Teachers to be given opportunities to work with the ICT leader</p>	Deputy Headteacher Headteacher ICT Leader	July 2024	All children with a disability and SEND will access ICT on a daily basis.
Improve and maintain access to the physical environment	<p><i>Doors are all wide</i></p> <p><i>All classrooms are accessible</i></p> <p><i>All classrooms and toilets are on one floor</i></p> <p><i>Access to a disabled toilet</i></p> <p><i>Build a block of toilets outside suitable for disabled access</i></p>	Business Manager to seek advice and obtain a range of quotations	Business Manager Headteacher	July 2024	<p>Outside toilets will be accessible for all pupils</p> <p>Changing rooms will be accessible for all pupils</p>



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	<i>Build a block of accessible changing rooms for boys and girls to get changed into.</i>				
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations</i></li> <li>• <i>Sign language</i></li> <li>• <i>Other modifications in consultation with the hearing impaired service</i></li> </ul>	<p>Teachers and TA's to sought resources as required.</p> <p>Inclusion specialist to train staff as required</p> <p>SLT to monitor through pupil progress meetings and learning walks</p>	<p>SENCO/ Deputy headteacher</p> <p>Class teachers</p> <p>Teaching Assistants</p>	Ongoing	<p>There will be more high-quality signage available both inside and outside of school.</p> <p>Appropriate modifications will be made to resources so that pupils can access learning.</p>
To ensure the smooth transition of all pupils with SEND	<i>Our school works closely with the local secondary schools to ensure that the pupils have a smooth transition in their next stage of education.</i>	<p>Deputy Headteacher and SENCO to hold meetings with secondary schools</p> <p>Deputy Headteacher and SENCO to communicate with schools for any pupils moving to and from Fulfen</p>	<p>SENCO/Deputy Headteacher</p> <p>Class teachers</p>	July 2024	<p>There will be more closer links with secondary schools where pupils visit the secondary schools more frequently throughout their primary education.</p> <p>Secondary staff deliver more lessons to children across all key stages to enhance the provision</p> <p>Teaching staff work more collaboratively on curriculum subjects</p>



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		<p>Year 6 teaching staff to meet with secondary school staff</p> <p>Pastoral support and year 6 teaching assistants to deliver tailored intervention and facilitate small group intervention as required</p>			
<p>To improve the progress and participation/for pupils with cognition and learning difficulties</p>	<p><i>On the whole our SEND pupils achieve well at Fulfen and participate in the range of active learning provided in their lessons.</i></p>	<p>The Headteacher and Deputy Headteacher to hold pupil progress meetings with all teaching staff every half term and teaching assistants every term to ensure that pupils make good progress. The Inclusion Specialist will train and advise all staff to ensure that they are meeting the needs of all SEND pupils.</p>	<p>Headteacher Deputy Headteacher Class teachers Inclusion Specialist/SENCO</p>	<p>July 2024</p>	<p>SEND pupils make better than expected progress SEND pupils participate in all aspects of school life consistently</p>





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To improve pupil voice for children with SEND at school	<i>Pupils can talk about their lessons and learning to school leaders</i>	To ensure that pupil interviews are held termly	Headteacher Deputy Headteacher	July 2024	Pupils will confidently talk about their learning to school leaders and visitors
To improve the participation for pupils with sensory and or physical difficulties.	<i>On the whole our SEND pupils achieve well at Fulfen and participate in the range of active learning provided in their lessons</i>	The Headteacher and Deputy Headteacher to hold pupil progress meetings with all teaching staff every half term and teaching assistants every term to ensure that pupils make good progress. The Inclusion Specialist will train and advise all staff to ensure that they are meeting the needs of all SEND pupils.	Headteacher Deputy Headteacher Class teachers Inclusion Specialist/SENCO	July 2024	SEND pupils make better than expected progress SEND pupils participate in all aspects of school life consistently
To improve the progress for children with communication and language difficulties.	<i>On the whole our SEND pupils achieve well at Fulfen and participate in the range of active learning provided in their lessons</i>	The Headteacher and Deputy Headteacher to hold pupil progress meetings with all teaching staff every half term and teaching assistants every term	Headteacher Deputy Headteacher Class teachers Inclusion Specialist/SENCO	July 2024	SEND pupils make better than expected progress SEND pupils participate in all aspects of school life consistently



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		to ensure that pupils make good progress. The Inclusion Specialist will train and advise all staff to ensure that they are meeting the needs of all SEND pupils.			
To improve the attainment and participation of pupils with social, emotional and mental health difficulties.	<p><i>On the whole our SEND pupils achieve well at Fulfen and participate in the range of active learning provided in their lessons</i></p> <p><i>Fulfen has Positive Play to support children with SEMH difficulties</i></p> <p><i>Fulfen works closely with CAHMS and tier 2 support e.g. Malachi to support children</i></p> <p><i>Fulfen has a nurture class for a groups of EHCP pupils with SEMH needs to ensure that they reach their potential</i></p>	<p>The Headteacher and Deputy Headteacher to hold pupil progress meetings with all teaching staff every half term and teaching assistants every term to ensure that pupils make good progress. The Inclusion Specialist will train and advise all staff to ensure that they are meeting the needs of all SEND pupils.</p> <p>The Deputy Headteacher works alongside parents and agencies to ensure pupils are getting the</p>	<p>Headteacher Deputy Headteacher Class teachers Inclusion Specialist/SENCO</p>	July 2024	



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		correct support for SEMH needs. Ensure that progress is measured through Boxall profiles and SD questionnaires			
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## 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 governing board.

## 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.

