



Farnborough Road Infant School Accessibility Plan

Introduction

At Farnborough Road Infant School we value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. Everyone in our school is important and included. The achievements, attitudes and well-being of all our children matter. We recognise learning in all its forms and are committed to nurturing lifelong learners and improving children's confidence and self-esteem.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Aims and Objectives

Our school aims to be an inclusive school. We actively seek to remove or overcome the barriers to learning and participation. We are committed to providing an environment that enables full curriculum access; that values and includes all pupils, staff, parents and visitors regardless of their education, physical, mental, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, promoting awareness and providing appropriate support within the school.

The school recognises and values parent's and carers' knowledge of a child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Farnborough Road Infant School Accessibility Plan shows how access to school is to be improved for pupils, staff and visitors with a disability. The plan recognises the need to anticipate those reasonable adjustments that may be needed, and identifies actions to be performed within a given time frame to meet the needs of children, young people and adults with disability.

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

Removing Barriers

The school will make reasonable adjustments to ensure that pupils, members of staff and the public are not disadvantaged by removing barriers to successful access and participation in school life, including the delivery of information.

The Physical Environment

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school;
- movement around the building;
- accommodation within the building;
- information and communication technology;
- signage.

The curriculum

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

We use language that does not offend, and we make staff and pupils aware of the importance of language. Our library, reading books and other resources contain positive images of people with disabilities.

The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

We seek and respond to guidance from parents and children.

Information Sharing

Information normally provided in writing may be made available in alternative formats that are clear and user-friendly.

We always take account of the disabilities of pupils, staff, parents, governors, visitors and the wider public. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter. We might agree to communicate with a parent with a hearing impairment by text

Staffing

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities.

Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

The school will liaise with specialists to support individual pupils. These specialists may include: physiotherapists; educational psychologists; portage workers; early years specialists; inclusion consultants; educational audiologists, qualified teachers of the deaf; qualified teachers of the vision impaired; speech therapists; occupational therapists; doctors; school health professionals; health visitors; social workers, and the staff of the voluntary and statutory agencies.

Policy into practice

The governing body is responsible for the school's duty not to discriminate.

The headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.

Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

Monitoring

We have high expectations of all our pupils. We monitor pupil progress half termly to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

We monitor:

- attendance;
- attainment;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires
- incidents of bullying
- any other incidents or events that may cause concern about accessibility to the school's service

Evaluations based on these data are then reported to the governing body, and an action plan will be drawn up if necessary.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- Medical Needs and Medicines Policy
- School Improvement Plan
- Learning Support Policy
- Teaching and Learning Policy

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Pastoral Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is an action plan showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher

October 2025

Signed _____ **Date** _____ **Headteacher**

Signed _____ **Date** _____ **Chair of Governors**

Accessibility Action Plan 2025-2028

The Physical Environment

Ref	Item	Recommendations	Time Scale	Cost	Date Completed
1	Ensure provision for pupils, staff, parents, governors, visitors and the wider public is suitable. Review toilet and building access arrangements in place eg handrails, lifts, ramps.	Ramp into Forest School Garden	September 2026	Quotes to be obtained	
2	Ensure staff training is in place to support current and new pupils	Review how current and new pupils' needs are being/ will need to be met. Anaphylaxis and asthma training included in First Aid training for all staff. Individual Access Assessment for individual pupils as required	Autumn Term Annually Update May 2028 Update annually and as required	£1,500 First Aid every 3 years Complex needs team	
3	Ensure parking and access to building for physically disabled pupils and their parents when they visit the school is in place	Review current arrangements Car Park- Pedestrian lines renewed	Annually or for any new pupils throughout the year.	Quotes to be obtained when necessary	
4	Improve external and internal environment access for visually impaired people	Renew yellow strips marking step edges. Increase visual contrast on fence around Space for Sport.	Easter holidays annually	£50 Caretaker to make improvements as required	
5	Ensure all disabled pupils, staff, parents, governors, visitors and wider public can be evacuated safely	Ensure all staff are aware of their responsibility in relation to those pupils,	Annually or as often as required in line with pupil/ adult needs.	Compliance Health and Safety/Fire Evacuation Practice.	

		<p>staff, parents and governors with disabilities.</p> <p>Fire marshals appointed and training provided.</p> <p>Manual handling training provided to staff.</p> <p>PEEP reviewed for individuals needing support to evacuate</p> <p>Compliance team to review and adjust plans as appropriate.</p>	<p>Summer Term 2025</p> <p>Annually</p> <p>Annually or as required</p>		
6	<p>Ensure hearing and visual environment in classrooms is regularly monitored to support pupils with a sensory impairment.</p>	<p>Seek support from the Local Authority HI team in conjunction with the school Inclusion Leader.</p> <p>Staff training on Visual Phonics to support learners with hearing needs.</p> <p>Follow local authority recommendations from qualified teachers of the visually impaired/ see individual vision support plans.</p>	<p>Termly reviews and recommendations from HI & VI teams</p> <p>Deaf Awareness Training as required</p>	<p>Move Sound Clouds as required</p> <p>Obtain quotes following on from VI recommendations.</p>	

The Emotional Environment

Ref	Item	Recommendations	Time Scale	Cost	Date Completed
7	Ensure children with Social, Emotional or Mental Health difficulties have access to calm spaces within classrooms and within the wider school environment.	<p>Staff training on emotional regulation and trauma attachment and SEMH toolkits</p> <p>ICON to support SENCO and conduct environment learning walks to ensure the universal classroom offer is evident</p> <p>Updated Staff training on Zones of Regulation and display</p>	<p>Spring 2026</p> <p>Spring 2026</p> <p>Autumn 2025</p>	None	
8	Ensure children with sensory processing difficulties have access to appropriate sensory circuit activities	<p>Whole staff training on sensory circuits</p> <p>Sensory Audit to be completed</p> <p>Purchase Sensory circuit equipment</p> <p>Set up a sensory trolley</p> <p>Explore using corridors and other communal areas for sensory circuits</p> <p>Whole class Sensory circuits throughout the school day</p>	<p>Autumn 2025</p> <p>Autumn 2025</p> <p>Autumn 2025</p> <p>Spring 2026</p> <p>Spring 2026</p> <p>Autumn 2025</p>	£250	

9	Ensure all staff have increased awareness of issues around mental health, including strategies to protect the mental health of themselves and our pupils.	<p>Complete Attachment and Trauma Sensitive Setting Award – Silver</p> <p>Completion of Leading Inclusive Cultures training</p> <p>Maintain Supervision sessions for ELSA trained staff</p> <p>Ensure staff awareness and understanding of MHST service. to pupils and parents</p> <p>Play therapist</p> <p>My Happy Mind curriculum to be delivered throughout the school</p>	<p>June 2026</p> <p>Termly</p> <p>Weekly – 1 day</p> <p>Autumn 2025</p>	<p>PLT time</p> <p>£9,500</p> <p>Resources</p>	
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Accessing the Curriculum

Ref	Item	Recommendations	Time Scale	Cost	Date Completed
10	Ensure compliance with Equalities Act 2010	Staff and Governors informed of requirements and obligations of Single Equalities Act 2010 and of the Accessibility Plan	Annual Review	None	
11	Ensure Curriculum meets the needs of all students	Subject Leaders review termly planning alongside the SEND Provision Overview Development of Continuous Provision and access to Outdoor Learning Creating outdoor spaces for Year 1 classrooms	Termly Review	None	
12	Ensure pupil disability is identified and that reasonable adjustments are made in provision.	SEN Support Plan or Pupil Profile for each student identified is in place in September of each year. Individual access Assessments completed by Complex needs team as appropriate	Termly reviews of SEN Support Plans and Pupil Passports.	Expenditure to reflect individual need.	
13	Ensure pupils with a disability have fair access to school educational visits and extra-curricular activities	Staff planning educational visits/ extra-curricular activities to ensure provision for students with a disability. Include adaptations in Risk Assessments to be shared with staff and volunteers	Termly Review	Expenditure to reflect individual need.	

17	Ensure information in SEN reviews is accessible to all parents	SEN Support plans/ pupil passports are shared with parents termly by the class teacher. Parents are asked to contribute to the parent voice section of the plan. SEN Plans are reviewed termly by the Inclusion Leader, Head & ICON (as required)	Termly	None	
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