

# Accessibility Plan

September 2025- September 2028

## Accessibility policy and Accessibility Plan

Friarage Community Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the academy community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The academy aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in academy life.

The academy is active in promoting positive attitudes to disabled people in the academy and in planning to increase access to education for all disabled pupils. As part of the academy's communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

## The purpose of the Plan

The purpose of this plan is to show how Friarage Community Academy intends, over time, to increase the accessibility of our academy for disabled pupils. Under the Equality Act 2010 academies should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means, "Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Academy Advisory Board (AAB). The review process can be delegated to a committee of the AAB an individual or the Head.




## Definition of Disability



A person has a disability 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 carry out normal day- to-day activities.

## What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the academy's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
2. Friarage Community Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, 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, support and awareness within the academy.
3. Friarage Community Academy's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.






The Accessibility Plan contains relevant and timely actions to:

-  Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
  -  Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe.
  -  Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.
4. Whole academy training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.
  5. The Accessibility Plan will be published on the academy website.
  6. The Accessibility Plan will be monitored through Academy Advisory Board committees and reported to the Full AAB
  7. The academy will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Accessibility Plan					
<b>Rationale</b>	To ensure we provide an accessible environment at Friarage Community Academy which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging any negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.				
<b>Purposes</b>	<ul style="list-style-type: none"> <li> To ensure Friarage Community Academy plans for the accessibility of provision for all pupils, staff and visitors</li> <li> To improve the physical environment of Friarage Community Academy, adding specialist facilities as necessary, and making reasonable adjustments</li> <li> To further increase access to the curriculum for pupils with disabilities, including participation in extra-curricular clubs, leisure and cultural activities and educational visits and considering the provision of specialist aids and equipment.</li> <li> To further improve and make reasonable adjustments to information available to pupils, staff, parents and visitors, within reasonable time frames considering the various preferred formats.</li> <li> To provide on-going training for staff and the Academy Advisory Board on matters of disability discrimination</li> </ul>				
<b>National / Local Guidance</b>	This Policy should also be read in conjunction with the following National Guidance: Equality Act 2010: Schedule 10, relating to Disability				
Aim	Current good practice	Objective	Actions to be taken	Person responsible	Success criteria
<b>Ensure equality of access to the curriculum</b>	<p>All teachers will follow the whole school provision map to better understand and plan for the needs of the children in their class.</p> <p>A wide range of clubs and enrichment activities are available therefore increasing cultural capital.</p> <p>For children with ASD or rigid behaviours, school is flexible with the approach to curriculum design.</p>	<p>All children will be engaged in their learning.</p> <p>Pupils will all experience a sense of success and be able to articulate this.</p> <p>Where pupils have significant needs, they learn alongside their peers for the majority of the day.</p> <p>P.E. lessons will be adapted, where needed, to ensure that all pupils</p>	<p>Teachers will use assessment to plan lessons and ensure that children start a lesson with something they know and understand (build on prior knowledge).</p> <p>Pupils will experience a greater amount of active learning time with concrete learning experiences.</p>	SLT	<p>Pupils with additional needs will demonstrate higher levels of confidence in lessons.</p> <p>There will be consistent strategies and approaches to meeting the needs of all children throughout school.</p> <p>All children will make measurable progress in their learning.</p>

	<p>Simple adjustments are routinely made such as coloured paper and filters, use of ICT and visual supports.</p> <p>Adjustments are made to support children access trips.</p> <p>Children with toileting needs are well supported.</p> <p>Children with additional needs are included within extra-curricular activities including residential school trips</p>	<p>can take part. This may be adapted within the lesson in terms of activities and/or equipment.</p>	<p>Whatever their starting points, pupils will be encouraged to articulate their targets and how to meet them.</p> <p>Parents will be aware of children's targets and share in children's success.</p> <p>As far as possible pupils will not be reliant on adult support to access their learning because provision meets their needs</p>		<p>All pupils will be able to access everything the school has to offer, including extra-curricular activities, day trips and residential visits.</p> <p>All pupils will be able to access the school curriculum through appropriate adaptations being made.</p> <p>Pupils will be encouraged to take ownership of their learning (age appropriate)</p> <p>All pupils will be shown empathy and understanding and will be supported appropriately at all times.</p> <p>All staff will have an understanding of, and will feel confident in, supporting pupils with a range of needs.</p>
<b>To understand, acknowledge and address differences between groups of</b>	<p>Pupils with English as an additional language (EAL) are tracked and monitored effectively.</p>	<p>To ensure that disadvantaged pupils make progress in line with their peers.</p>	<p>SENCo to analyse the provision mapping which is in place and make observations.</p>	<p>SENCo EAL Lead SLT</p>	<p>Possible reduction in the number of pupils identified as having SEND a result of improved</p>

<b>pupils in terms of achievement.</b>	<p>Attainment and achievement for children in receipt of pupil premium funding are tracked carefully, and a plan is in place to raise standards further</p>	<p>IPMs are monitored to ensure pupils with SEND make progress against IPM targets</p> <p>EAL pupils monitor progress through the Bell Foundation.</p>	<p>EAL Lead to analyse provision and monitoring of pupils with EAL.</p> <p>Once any possible patterns and reasons have been established then actions to be planned (SEND action plan) and impact measured.</p>		<p>provision or teaching and learning strategies.</p> <p>Good provision for children with SEND, EAL or PP</p>
<b>Improve and maintain access to the physical environment</b>	<p>The school is accessible from all entrances.</p> <p>Despite being an old building, space is well used.</p> <p>Where appropriate, steps are highlighted in yellow paint.</p> <p>Ensure that a regular audit is conducted to fully map out the physical access to the school site.</p> <p>Disabled toilet access</p> <p>Risk Assessments undertaken to ensure that educational visits are accessible to all.</p>	<p>Corridors are routinely inspected and kept clear.</p> <p>Provision is in place for personal care and toileting; facilities are adequately resourced.</p> <p>The needs of those with sensory needs are considered and the school is regarded as 'communication friendly'.</p> <p>Conduct audit of physical accessibility:</p> <ul style="list-style-type: none"> <li>▲ Disabled toilet facilities.</li> <li>▲ All accesses for wheelchair users are clear.</li> </ul>	<p>Annual accessibility walk round school with SENDCO/EAL lead and Governor</p>	<p>SLT, Business manager, governors and SENCo, SLT</p>	<p>Pupils with sensory needs are calmer and are able to access school with minimal stress.</p> <p>Pupils with toileting and personal care needs are cared for in clean and purposeful conditions.</p> <p>Physical environment does not obstruct day to day life of pupils in school.</p>

<b>Improve the delivery of information to the stakeholder</b>	<p>The school website is up to date and effective.</p> <p>Parents are informed using website, letters and Facebook.</p> <p>Link to the local offer is available on the academy website.</p>	<p>To continue to develop the communication within the school, with professional community and stakeholders.</p> <p>To provide more effective communication for new families with no English</p>	<p>Parent drop-in sessions to be introduced to encourage more effective relationships between school and parents.</p> <p>Put together a visual pack for new families which explains essential information.</p> <p>Ask families about any access needs during initial home visits or admissions meetings.</p>	<p>SLT, SENCo and EAL lead</p>	<p>There is a greater level of parental involvement in school from a cross section of the community.</p> <p>All pupils, staff and visitors will be able to access the school.</p> <p>All adults and children with disabilities will feel welcome and valued.</p> <p>Staff will have an awareness of the needs, both short and long term, to increase accessibility for pupils, staff, and visitors.</p> <p>All staff will be aware of an individual's access needs</p>
<b>Further details contained in documents / policies</b>	<ul style="list-style-type: none"> <li> Anti-Bullying</li> <li> Behaviour</li> <li> Child Protection</li> <li> SEND</li> <li> Supporting Children with Medical Needs</li> </ul>				