



Fulbrook Accessibility Policy

Issue No.	Author/ Reviewer	Date Written/ Reviewed	Approved by PEAP	Approved by FPC	Review Date
V1	SENDCo	February 2023		February 2023	February 2026
V2	SENDCo	January 2026		January 2026	February 2029

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Action plan.....	4
4. Monitoring arrangements	7
5. Links with other policies	7

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 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.

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.

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 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. This policy complies with our funding agreement and articles of association.

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 (including established practice, and practice under development)	OBJECTIVES (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	<ul style="list-style-type: none"> • Our school offers an adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • 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 	<p>Audit whole-school training needs</p> <p>All staff are continually trained to employ High Quality Teaching strategies in the first instance in response to meet individual needs.</p> <p>All students will be screened at the start of the academic year.</p> <p>In-year students will be screened on joining Fulbrook.</p>	<p>Complete whole school audit</p> <p>The curriculum will be continually adapted in response to changing needs, as informed by SLT, Subject Leads and SENDCo</p> <p>Students identified with significant difficulties will be supported through targeted intervention.</p>	<p>All staff – SENDCo/Assistant SENDCo to implement</p> <p>SENDCo/SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Audit completed in full. All staff to contribute and identify any gaps in their knowledge.</p> <p>Students with a disability make expected or better progress.</p> <p>All students with a significant literacy/numeracy difficulty will have access to an intervention.</p>

AIM	CURRENT GOOD PRACTICE (including established practice, and practice under development)	OBJECTIVES (short, medium and long-term objectives)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bays <ul style="list-style-type: none"> • Staff are familiar with technology and practices developed to assist people with disabilities <ul style="list-style-type: none"> • Emergency and evacuation procedures are implemented on an individual basis 	<p>Additional disabled parking bays clearly marked and accessible near main entrance.</p> <p>Internal steps and stairs have a contrast colour edging that is checked and maintained.</p> <p>Personal emergency evacuation (PEEPs) plan for identified vulnerable students.</p> <p>Emergency exits are accessible in the event of an alarm</p>	<p>HSO and site agent to identify appropriate parking bays and signpost accordingly following completion of new build</p> <p>Current stairs and step edges (black) are painted in higher contrast colour. New buildings and sites to be included.</p> <p>Assess the ability of students with PEEPs to move down stairs unaided. (A Block only – refuge areas in C Block)</p> <p>EVAC training for all relevant staff.</p> <p>Paxton doors to be opened automatically on alarm.</p>	<p>SBM/Site Manager</p> <p>Site Manager</p> <p>Principal First Aider</p> <p>Principal First Aider</p> <p>SBM</p>	<p>In place</p> <p>In place</p> <p>In place</p> <p>Sept 2025</p> <p>In place</p>	<p>Additional parking spaces provided in line with new build and development of school site.</p> <p>All staff, students and visitors able to access all areas of the school safely.</p> <p>Completed PEEPs are in place for all identified students</p> <p>All key staff are trained and confident in using the evacuation chairs on the upper floors.</p>

AIM	CURRENT GOOD PRACTICE (including established practice, and practice under development)	OBJECTIVES (short, medium and long-term objectives)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Information provided and available to all is user friendly. 	Regularly review access to information in collaboration with parents/carers, students and other stakeholders to ensure that communication methods are appropriate to need.	Ensure there are opportunities for parents/carers, students and stakeholders to share their views.	SENDCo	Ongoing	Improved systems across the school to support students, their families, and visitors to the school to access all information.

4. 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 relevant staff in the SEND/Inclusion department.

It will be approved by the governing board.

5. Links with other policies

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

- 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

And relevant risk assessments
