



Accessibility Plan 2024-2027

Aims of the Accessibility Plan

This plan outlines how **Fulwood and Cadley** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

	Planning Duty 1: The Curriculum					
	Issue	What?	Who?	When?	Outcome?	Review
Short Term	Not all staff in school are fully aware of the needs of the children that they are teaching and how to support them in accessing the curriculum.	Pupil profiles need to be put in place for all children with SEND and these should be shared with all adults working with each child.	Class teachers Supported by the SENCO	Spring 2024	Pupil profiles are in place.	
	There is an increase in the number of children in school with HI needs including auditory processing difficulties. There needs to be reasonable adjustments in place to support them in accessing the curriculum and the overall environment needs to meet needs.	Audit of provision for HI children including those children with auditory processing difficulties.	SLT SENCO Specialist teachers	Summer 2024	Reasonable adjustments are in place to meet the needs of pupils with HI and auditory processing difficulties in order to fully access the curriculum.	
Medium Term	As the curriculum has been rewritten from September 2023, Subject leaders do not yet know if the curriculum is accessible by all children in school.	Audit of the curriculum	SLT Subject Leaders SENCO	Summer 2025	SLT, Curriculum Leader and subject leaders are aware of any gaps in the curriculum.	
Long Term	Due to the increase in children with complex needs the curriculum and assessment of progress is not currently fit for purpose for some children.	Audit of curriculum for children with complex needs. Review of current assessment in place for children working at a level that is significantly below that of their year group.	SENCO Specialist teacher SLT	Autumn 2026	There is a clear curriculum in place that meets the needs of all pupils within school including those who are working significantly behind their age related expectations.	

	Planning Duty 2: The Physical environment					
	Issue	What?	Who?	When?	Outcome?	Review
Short Term	The current school environment does not meet the needs of children with sensory processing needs.	Environmental audit with regards to the physical layout, sensory layout and physical and sensory accessibility. Sensory space/room is made within school.	SENCO Head teacher Pastoral team	Summer 2024	The environment is meeting the sensory needs of the children to the best of schools ability within the physical limitations of the environment.	
	The school grounds are not current safe for use outside of the existing fence system. In order to use the whole school grounds and ensure the safety of our more complex children a security gate system needs put in place.	Electric gate system to be put in place at the top of the school entrance for both vehicles and pedestrians.	Headteacher SBM Contractors	Autumn 2024	The whole school environment is safe for all children.	
Medium Term	Toilets are not accessible in regards to position within the building and features within the toilet including handrails and changing facilities.	The Early Years toilets and the boys toilets will be moved. Handrails will be installed in all toilets Changing facilities will be put within the Early years bathroom.	SBM Contractors	Autumn 2024	Toilets will be easily accessible by all within school. Staff supporting children with personal care within school will be able to manage this more effectively.	

Long Term	Areas around school are not fully accessible for all pupils with physical disabilities.	There is an accessible path around the whole of the outdoor learning environment.	Headteacher SBM Contractors	Summer 2026	All children, including those with physical difficulties, will be able to access all areas of the learning environment both indoor and outdoor.	
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	Planning Duty 3: Information					
	Issue	What?	Who?	When?	Outcome?	Review
Short Term	Information is shared in different ways with families which can cause miscommunication	Introduction of an app where all information is given out and received using one platform.	SBM	Summer 2024	Information sharing in school with parents is done via one platform.	
Medium & Long Term	Information that is shared with families of pupils with SEND is not always accessible to all families within school as they are unable to access this in their first language.	<p>Identify which families in school require information including SEND information to be presented in first language</p> <p>Information is accessible to all families including those with SEND and includes information which is translated into first language for identified families.</p> <p>When needed and if possible a translator will be used to</p>	SBM School office team SEND CO	Autumn 2024 onwards	<p>All families receive information about their child's SEND needs in their first language if necessary and there are no accessibility gaps.</p> <p>School will seek support from either someone in school to translate or the EAL support network with regards to translating for identified families when needed.</p>	

		communicate with parents during meetings such as Annual Reviews.				
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This plan will be reviewed annually and updated every 3 years

Next review date: February 2027

This plan will be revised and updated in February 2027