



Framfield
C of E Primary School



Accessibility Policy & Plan

Review cycle	1 / 2 / 3 years	Date: November 2025
Approved by	Full Governing Body / Executive Headteacher	
Changes made in this review cycle	Action plan updates	
Linked policies	Safeguarding Policy; Supporting Pupils with Medical Conditions Policy, SEN report, Health and safety policy, Equality information and objectives,	
Signed		Date: November 2025
Position	Executive Headteacher	
Date of next Review	November 2028	

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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 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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of 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	OBJECTIVES	ACTIONS TO BE TAKEN	PEOPLE RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PEOPLE RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p> <p>Subject Leaders ensure the adapted materials and resources are included in planning for areas of the curriculum.</p>	<p>Maintain confidence of staff in strategies for differentiation and increased pupil participation particularly for greater depth pupils.</p> <p>The school will ensure that staff have the appropriate training to meet the individual needs of children with disability and health care plans as appropriate.</p> <p>All staff are aware of curriculum access issues.</p> <p>Subject leader's road maps/planning include guidance on how subjects can support needs.</p> <p>Class teachers' planning shows awareness of the needs of all children.</p> <p>Classrooms are optimally organised to promote the participation and independence of all pupils, including the use of CiP and visuals to identify resources (labels etc) across the school. All staff are aware of curriculum access issues.</p> <p>Class teachers' planning takes into accounts the needs of all children.</p> <p>Review TA deployment at least annually to ensure is meeting the needs of the current cohort</p> <p>All adults working with children are informed of their needs.</p> <p>Effective handover meetings lead to smooth transitions between classes and year groups so minimal learning time is lost.</p> <p>Ensure all extra-curricular activities - school trips and residential visits are accessible to all.</p> <p>All out of school activities to be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Outside providers are made aware of all additional needs.</p> <p>All children in school can access all school trips and take part in a range of activities with all reasonable adjustments.</p> <p>Ensure all children participate equally in the life of the school</p>	<p>Audit curriculum resources to ensure they include examples of people with disabilities.</p> <p>All staff attend appropriate training - (INSET, staff meetings and TA meetings, other training) to meet identified needs e.g. dyslexia, differentiation, outreach provision from external agencies</p> <p>Epi-pen. Ana-pen training, Asthma Inhaler training</p> <p>Annual health care plan reviews</p> <p>Class provision maps and APDOR plans are in place</p> <p>Inclusion feedback is used as part of all observations.</p> <p>Staff as part of FF and discussion with SENCO and HOS identify needs for CPD and appropriate training is organised.</p> <p>Review provision to ensure TAs are available to support pupils as required.</p> <p>Transition meeting in the summer term.</p> <p>CTs ensure that all relevant information is communicated to all adults working with children in supply folder and at briefing. Whole year group team to attend APDR meetings when at all possible.</p> <p>Centres/places chosen for visits which include provision for disabled pupils as appropriate</p> <p>Individual needs are included in risk assessments and planning and communication with parents and the provider takes place well in advance. Risk assessment are discussed verbally with providers to ensure they</p>	<p>Subject leaders/SLT</p> <p>HT/Gov body/ IM/SM</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Annually or as appropriate</p> <p>Annually or as appropriate</p> <p>Annually or as appropriate</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annually or as appropriate</p> <p>Annually</p> <p>Annually or as appropriate</p> <p>Annually or as appropriate</p> <p>Annually or as appropriate</p>

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<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"> • Disabled toilet and care suite with changing area • Ground floor rooms (are easily accessible after the first step into the reception area) • Access around the outside of the classrooms through the gate and slope for access into Year1/2. • Flat access to the village hall building via the car park • Hard standing path to the gym equipment on the grass • Fire evacuation and lock down procedures are in all rooms 	<p>All building and re-decoration work takes account of East Sussex Accessibility guidance.</p> <p>On-going improvements in access to all areas when undertaking routine and maintenance works including considering items such as adequate lighting and type of lighting, , steps/ramps, rails to facilitate access for all</p> <p>Regularly monitor that the school and grounds have appropriate access for pupils, parents, and the wider community.</p> <p>Route planning can be in place to support wheelchair access to classrooms around the side entrance and year 1 and 2 classrooms (via non-stepped route) as required.</p> <p>Ensure that disabled pupils can be safely evacuated. Any disabled children and staff working with them will feel safe and confident in event of fire following regular fire-drills and evacuation procedures and responsibilities.</p> <p>Consideration of visual fire alarm to support auditory fire alarm when system is reviewed.</p>	<p>HOS/Ex Head consider the ES accessibility guidance when planning and the items under the target</p> <p>Regular meeting for HoS and Caretaker- weekly</p> <p>Head, Caretaker and Inclusion Governor complete a walk-through school to review disabled access to the building and grounds and identify any (further) actions needed annually.</p> <p>Consider the additional ramping requirements to increase access to the main Reception /office-</p> <p>All staff to be aware of their roles and responsibilities for Personal Emergency Evacuation Plans for disabled children should the need arise. PEEP shared with all staff at briefing.</p> <p>Monitored as part of Fire Risk Assessment</p> <p>In the event that any child with mobility issues starts at the school, we will carry out an audit/assessment beforehand to ensure that appropriate fire escape is in place</p> <p>Roof/Drains- Historic issues- to be investigated</p> <p>Investigate Pre-School door in the event of a fire- no magnetic release- inform contactors</p>	<p>HT/Gov body/ IM/SM</p>	<p>Ongoing (monitored by LA/Ofsted)</p> <p>Spring 2026</p> <p>Premises planning as part of budget</p> <p>As required</p> <p>Review annually as part of Fire Risk Assessment</p> <p>As required</p> <p>Premises planning as part of budget</p> <p>Term 2</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PEOPLE RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Pictorial or symbolic representations • Use of buff paper • Use of ICT 	<p>Availability of written materials in different forms (larger or alternative formats) and languages.</p> <p>Review internal signage in relation to any new comers or newly identified needs with in the community.</p> <p>Coloured papers/book are available as required</p> <p>Make available school information, school newsletters and other information for parents in electronic form or on the website that can facilitate access enlarging and translating apps</p> <p>School information published on school website is shared updated regularly. Information/letters are sent electronically by email or by Teachers to parents</p> <p>Ensure all staff aware of strategies to support hearing and language needs</p>	<p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p> <p>Parents of children with English as an Additional Language to be aware of the support available through EALS (including possibility of bilingual support officers)</p> <p>Review all current school publications and promote their availability in different formats as required.</p> <p>School staff will support and help parents to access information and complete forms with them as required</p> <p>Communicate in print, Clicker and other ICT supports in place.</p> <p>Training offered for the above</p> <p>Training for staff as required</p>	<p>HT/Gov body/ IM/SM</p>	<p>Annually or as appropriate</p> <p>Ongoing</p> <p>as need is identified</p>

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 Headteacher/Head of School.

It will be approved by the governing board.