

Forest Glade Primary School



Accessibility Plan 2025-2028

To be reviewed September 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 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 and to ensure that parents and visitors have access to the range of activities taking place on the site
- Improve the availability of accessible information to pupils and visitors 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.

Forest Glade is a Mainstream Primary School, which caters for a wide range of needs. This includes pupils with identified special educational needs, and those who have a specific medical need or disability. Our school values underpin everything we do (Confidence, Aspiration, Creativity, Pride, Perseverance, Respect and Responsibility) and they help our children to achieve the best that they can in all areas of their learning. Staff know the children, their background, their needs, achievements, social contexts, individual journey and this enables a personalised approach to learning stretching beyond the classroom. Inclusion at Forest Glade is always a priority and bespoke provision is planned for and provided to ensure that the needs of all our children are met in line with the principles outlined in our SEND policy.

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

3. Principles

In constructing our 'Accessibility Plan' we pay due regard to compliance with the Disability Discrimination Act 1995, our equality policy and SEND policy. We have consulted with pupils and our wider community.

- We recognise our duty not to discriminate against disabled people in their admissions, exclusions and the provision of education and associated services
- Not to treat disabled people less favourably
- We recognise and value parents knowledge of their child's disability and its impact on their ability to carry out everyday activities. We respect a parents' right to confidentiality
- We provide all children with a broad and balanced curriculum, scaffolded and adjusted to meet the needs of the individual pupil, endorsing the key principles of the national curriculum. This involves;

- Setting suitable targets
- Responding to a range of needs
- Overcoming potential barriers
- Carrying out appropriate assessments

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010, the DDA and the SEND Code of Practice. Parents and the wider community were consulted in 2022 following on from the COVID pandemic. Children were consulted via focus groups and parents were consulted via parents meetings. On occasion individual staff consulted with groups of parents in relation to specific school-based activities, for example, residential visits, plays and concerts and family learning.

AIM	CURRENT GOOD PRACTICE (Includes established practice, and practice under development)	OBJECTIVES (Includes short, medium and long-term objectives)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Ensure that all pupils have access to a broad and balanced curriculum, taking account of the bespoke needs of individuals (including those with complex SEND)</p>	<ul style="list-style-type: none"> • Additional adult support to meet the diverse needs of pupils with medical conditions. • Staff receive appropriate training as appropriate to legislation and need. • Strong partnership with parents is part of the schools ethos, to ensure children attend and achieve in school. • Strong celebration culture around diversity and difference is embedded into the curriculum • Reasonable adjustments are made to ensure inclusivity where ever possible • We use resources tailored to the needs of pupils who require support to access the curriculum 	<ul style="list-style-type: none"> • Equality for all children - safe happy valued children. • All children will attend regularly. • Enjoyment and empowered to learn. • Specialist equipment used to support individual pupils. • Children achieve ARE or make good progress • Children participate in all areas of the curriculum • Staff have training linked to the schools primary areas of need; <ol style="list-style-type: none"> 1. C+I – Autism Awareness, speech and language development, communication aids 	<ul style="list-style-type: none"> • Staff CPL is linked to pupils primary area of need. • Health Care plans in place and updated. • Educational visits/ school events to be planned with inclusivity in mind. • PE specialists aware of pupils with additional needs and make adaptations to lessons • Curriculum adaptations documented shared with all teaching staff members • Ensure that temporary and supply staff have a one page profile of pupils requiring SEND adaptations • Provide tools which match the primary need ie for a SpLD, school to provide a spell-checker, pupils with 	<p>SENDCO</p>	<p>September each year</p>	<ul style="list-style-type: none"> • Good attendance • High levels of participation in class-based learning • Health care plans identified and written with parents and relevant health care professionals • Children have equal access to curriculum and facilities. • Children feel valued and a celebrated member of the school community. • The needs of all children are taken into account when planning visits and visitor experiences.

		2. SEMH – relational approaches, emotion coaching, 5 point scale	hearing/visual needs have access to aids such as hearing loops/ large print text			
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	<ul style="list-style-type: none"> Curriculum adaptations are made by teachers to ensure children can access the lessons Curriculum resources include examples of people with disabilities 					
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> Check School Buildings are accessible through regular health and safety checks with site manager and governing body. Disabled pupils/families have access arrangements for the main entrance. Outside areas are accessible for all. Disabled pupils/ families have access to a disabled toilets and changing facilities Specific equipment is sought to meet need e.g. desk sourced for height of a wheelchair 	<ul style="list-style-type: none"> Ensure that equal access is in place on the site and the curriculum Potential barriers for children, staff and parents are removed where possible. Ensure that the school provides a safe route for wheelchair users – child and adult Ensure that the fire alarm system has flashing lights to ensure that hearing impaired pupils are alerted 	<ul style="list-style-type: none"> Continue to speak to pupils, parents and staff about access arrangements and what their needs are. Carry out an audit of the physical environment with site manager and FHP estates team, setting priorities against the budget and reported upon in triangle meetings Consult with parents regularly to ensure that their access to the building is also considered 	<p>All staff</p> <p>Site Manager</p> <p>Office Manager</p>	Ongoing	<ul style="list-style-type: none"> No barriers to physically hinder access to site. Partnership with parents is evident. Staff, pupils and parents feel empowered.

Improve the delivery of information to	<ul style="list-style-type: none"> • Different formats of information available on request e.g. larger font. 	<ul style="list-style-type: none"> • Make parents aware that information can be 	<ul style="list-style-type: none"> • On request-letters to be available in large 	Office Staff All staff members	Ongoing	<ul style="list-style-type: none"> • All pupils and parents can access information
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AIM	CURRENT GOOD PRACTICE (Includes established practice, and practice under development)	OBJECTIVES (Includes short, medium and long-term objectives)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
pupils with a disability	<ul style="list-style-type: none"> • A range of options available for information sharing printed/electronic • Support on request to access information. • Symbols/ pictorial representations used where appropriate. 	<ul style="list-style-type: none"> made available indifferent formats. • Ensure that options are available for parents. • The school's culture is to support parents and they feel able to access this. • Pupils who require pictorial or symbolic representations have access to this on a daily basis 	<ul style="list-style-type: none"> print, on coloured paper. • Office/ other staff members to support parents with accessing information when required e.g. support with reading information/completing forms. • The school has the most up to date pictorial or symbolic packages in place. 			<ul style="list-style-type: none"> • Parents feel that the school's culture and ethos is strong. • Internal signage supports accessibility around the school. • Children have the necessary pictorial or symbolic package to enable them to make progress.
Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.	<ul style="list-style-type: none"> • Children are identified and offered specific interventions to meet their need. • Close liaison with health professionals. • Intervention possibilities identified. • Individual physio programs supported. 	<ul style="list-style-type: none"> • Delivery of specific physical/ mobility packages • School to work closely with outside agencies to ensure individual bespoke packages can be delivered. • Liaison with agencies to ensure equipment that is required is available 	<ul style="list-style-type: none"> • Baselines and progress to be monitored. • New equipment identified and purchased. • Equipment is checked for safety and suitability. • Staff training on a need's basis, ensuring that children with a developmental 	SENDCo	Weekly	<ul style="list-style-type: none"> • Pupils receive an intervention to meet their area of need. • Impact on the progress of children within all areas of the curriculum. • Staff are well informed and have the correct knowledge and

			<p>coordination disorder have been given appropriate technologies and aids such as pencil grips</p> <ul style="list-style-type: none">•			
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			<ul style="list-style-type: none"> • Fine/ gross motor interventions provided. 			<p>skills to complete their roles with confidence.</p> <ul style="list-style-type: none"> • Staff are supported with in their roles. • Equipment is accessible and safe to use.
Create effective learning environments for all pupils.	<ul style="list-style-type: none"> • Staff are aware of children who have been identified as having a learning difference or specific needs. • The learning environment underpins positive relationships. • The children feel valued. • The environment is a safe place. 	<ul style="list-style-type: none"> • Investigate pupil's learning preferences. • Seek advice relating to learning needs. • Continue to screen and investigate pupil preferences. 	<ul style="list-style-type: none"> • Ensure consistent use of Dyslexia friendly resources throughout school. • Ensure that staff are aware that white on black background can cause issues for certain children. • CPD for staff is identified and provided. 	SENDCo	Ongoing	<ul style="list-style-type: none"> • Learning differences are identified. • Progress is made by children in both academic and pastoral areas. • Soft data supports pastoral progress.
Identify provision for pupils identified as having diagnosis.	<ul style="list-style-type: none"> • Staff are aware of children who have a diagnosis • Understanding of their unique needs are implemented. 	<ul style="list-style-type: none"> • Ensure that provision is in place to meet the needs of children with a diagnosis that requires support. 	<ul style="list-style-type: none"> • CPD training events provided and encouraged for all staff. • Provision is identified for pupils with a diagnosis. 	SENDCo	Ongoing	<ul style="list-style-type: none"> • Children with a diagnosis form part of the school and function well within their environments.

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		<ul style="list-style-type: none"> • Funding applied for where necessary. • Liaison with health professionals. • Strategies/ Tool kits and criteria shared. • Sensory audits completed. 	<ul style="list-style-type: none"> • Support is accessed through SFSS (School and family specialist services). • School to access frameworks and Tool kits. • Sensory audits to inform practice. 			<ul style="list-style-type: none"> • Progress is made. • Staff will have the appropriate training to enable them to meet the needs of all children, especially those with a diagnosis. • Staff will feel empowered to use strategies and information to support the children they work with.
Ensure that information about the needs of pupils is shared effectively throughout school.	<ul style="list-style-type: none"> • Formal and informal meetings with all members of staff that work with named children. • Regular email contact between class teachers, TAs and the SENCO. • Transition notes from previous class teacher regarding all pupils. 	<ul style="list-style-type: none"> • Develop and extend the use of pupil profiles to record and share information about children identified as having a SEN, disability or specific medical needs. 	<ul style="list-style-type: none"> • Continue to use pupil profiles as a method of passing 'quick read' information regarding SEN, disabilities and the medical needs of pupils to all members of staff. • To update disability list termly (in line with the SEN register) and share this information with all staff 	SENDCo	Termly/ Ongoing	<ul style="list-style-type: none"> • All staff will have the relevant knowledge to meet the needs of the children.

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	<ul style="list-style-type: none"> • Information sent from school to school regarding pupils that transfer. • Medical details accessible by all staff. • Electronic pupil files and logs available for all staff. 		<ul style="list-style-type: none"> • Health Care Plans updated annually (or when any significant changes occur) for pupils with medical needs • Health Care Plans shared with and signed by the relevant staff 			
To make information on the schools SEND policy and local offer accessible for parents.	• Information on the schools SEND provision available on the school web site/ Notts help yourself.	<ul style="list-style-type: none"> • To ensure the relevant updates are made to policies and parents can access these. • To ensure new parents are signposted to the relevant area of the website. 	<ul style="list-style-type: none"> • To update the SEN policy annually and provide opportunities to discuss this with parent on request. • Publish the school's local offer on the school website and Nottinghamshire LA local offer website. • Policies and SEND information are updated and posted on the school's website. 	SENDCo	Annually	• SEND information is accessible.

5. Accessibility audit

Aim: To increase site access to meet the diverse needs of pupils, staff, parents, community users and visitors.

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Number of storeys	One	Disabled pupils to know where safety refuge is in event of FIRE or SITE Evacuation	Site manager/ all staff	As new pupils arrive/ Annually
Corridor access	Corridor access that leads to all classrooms. These are wide enough for disable access.	Corridors are kept accessible and checked daily	Site manager/ all staff	Daily
Entrances	The main entrance is accessible via the front of the school and leads straight to the main reception and KS2 classes.	Ensure the main entrance is accessible and the automatic doors are in working order.	Site manager	Daily
Ramps	There is a ramp that leads to the main entrance/ reception. There is a ramp leading into the KS1 building. There is a ramp leading into the Nursery entrance.	Ensure these are kept clear. Maintenance is carried out.	Site manager	Daily
Toilets	The community room has one disabled toilet with a plinth used for changing facilities.	To ensure that disabled toilet facilities are in working order and accessible.	Site manager	Daily
Internal signage	The correct health and safety signage is displayed.	Keep clear and update as necessary	Site manager	Regularly

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
Emergency escape routes	All staff and children are aware of the escape routes out of emergency exits. PEEPs are in place where appropriate.	Annual Fire Safety Check Termly fire alarm drills	Site manager	Termly fire alarm drills/ annual fire safety checks

6. Care needs and safety issues

Aims:

- To ensure safe evacuation of pupils and staff.
- Pupil's personal care needs are adhered to appropriately.
- To ensure medication is administered.
- Specific needs/ diagnosis is identified.

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
To ensure safe evacuation of pupils and staff	<ul style="list-style-type: none"> • Evacuation plans are in place: Fire, Internal/ external lock downs, Site evacuations. • All staff and children are aware and familiar with procedures. • Site evacuations are discussed with the children. • New staff informed. 	<ul style="list-style-type: none"> • Review Personal Emergency Evacuation Plans (PEEPs) annually and ensure they are copied to relevant staff • Fire and lockdown plans are practiced termly. 	SENCo All staff	Annually Termly
Pupil's personal care needs are adhered to appropriately	<ul style="list-style-type: none"> • Personal care requirements are highlighted and reviewed regularly and the relevant staff have appropriate training to meet these needs. 	<ul style="list-style-type: none"> • Water supply risk assessed for Legionella disease and cleaned. • Relevant staff to receive training on safe changing and intimate personal care needs. • Children are highlighted as having a need. • Health care plans/ intimate care plans are put into place 	Site manager/ SENDCo	Every 3 months As new pupils arrive Annually

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO BE COMPLETED BY
		<ul style="list-style-type: none"> • Regular liaison with parents is in place. 		Termly
To ensure medication is administered.	<ul style="list-style-type: none"> • The medical needs of all children are highlighted and staff are aware. 	<ul style="list-style-type: none"> • Medication and any relevant equipment such as sharp bins are contained securely within a designated area 	Office staff, Class teachers, Teaching Assistants	As necessary
Specific needs/ diagnosis are identified.	<ul style="list-style-type: none"> • Children who have a medical diagnosis/ need are identified and plans are put into place to support their needs 	<ul style="list-style-type: none"> • Children are highlighted as having a need. • Health care plans are put into place. • Regular liaison with parents is in place. 	SENDCo/ All staff	As new pupils arrive/ Termly

7. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

8. Links with other policies

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

- Risk assessment policy
- 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

These can be found [here](#) or by request from the school office.