

Accessibility Plan

Folly View Primary School

This document applies to all academies and operations of Cambrian Learning Trust.

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Document Control			
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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.

At Folly View, our vision for our children is for them to be inclusive, caring and aspirational young people who are globally aware and make a positive difference to their world.

We value all of the backgrounds of our pupils and families and plan opportunities to celebrate these. We are committed to promoting British values and this commitment is demonstrated through curriculum topics and the wide range of activities and events that enrich school life. This approach is enriching for our families and staff as it teaches tolerance and respect for the differences in our community and the wider world. We actively challenge children, staff or parents expressing opinions contrary to fundamental British Values.

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 Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in school.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school.

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. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person Responsible	Date to be completed	Success criteria
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for pupils who require additional support or challenge. • We use resources and scaffolding tailored to the needs of pupils who require support to access the curriculum • Curriculum resources and texts 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 • Proactively planning out-of-school activities, music, drama, and school trips so disabled pup • Pupils can participate safely	Short-term (0–6 months) Ensure all lessons are inclusive and differentiated. Medium-term (6–18 months) Improve teacher knowledge of inclusive practice. Long-term (18–36 months) Embed universal design for learning with new curriculum.	Audit curriculum and provide staff training on adaptive teaching. Deliver CPD and peer observations. Integrate multi-sensory approaches into policies.	Head of School SENDCo Curriculum and Subject leads Class teachers	April 2027 July 2027 July 2028	Planning shows differentiation; staff feel confident. Improved teaching and pupil engagement from all vulnerable groups. Consistent inclusive teaching across school.
Improve and maintain access to the	The environment is adapted to the needs of pupils as required. This includes: • Elevators	Enhance facilities Medium-term (6–18 months)	Install ramps, improve lighting, create safe and quiet	Headteacher, Governors	July 2027	Positive feedback from users. Safe spaces

physical environment	- Disabled toilets and changing facilities - Library shelves at wheelchair-accessible height		spaces for inclusion base use			for children to learn.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: - Internal signage - Large-print resources - Pictorial or symbolic representations	Ensure materials are accessible for all pupils Use assistive technology to enhance to learning experience for vulnerable learners. Embed inclusive resource provision where appropriate	Provide visual aids, large print, overlays, coloured paper and dual coding. Introduce tech and train staff through availability and CPD	SENCo, Teachers ICT Lead, SLT, Governors Trust SEND lead	December 2026 July 2027	Independent access to materials. Improved pupil outcomes. Sustained progress for SEND pupils.

Monitoring arrangements

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Committee and uploaded to the school website