



Accessibility Plan

This policy was adopted on: Spring 2025

The policy will next be reviewed on: Spring 2027

We are journeying together, in partnership, to support and empower each other to live our lives fully as happy, confident, knowledgeable and compassionate people. Our Christian values inspire us to serve one another and the wider community and value the world around us.

We aspire to be better than we were yesterday and for every child to feel they have achieved. We value the contribution every person makes, as unique individuals, wonderfully made in the image of God.

1. Statement of Intent

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy February 2024
- Emergency Plan
- Health and Safety Policy
- School Development Plan
- SEND Policy March 2024
- Universal Provision Document

The Equality Act 2010: advice for schools DfE Feb 2013 combines protected characteristics including: - one new equality duty that covers all the equality strands – age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation.

According to the Equality Act 2010 a person has a disability if:

He or she has a physical or mental impairment, and

The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day- to- day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

2. Objectives

Fittleworth Village School is an inclusive learning environment, and our core values are built around providing a secure, collaborative and purposeful learning culture in which all pupils and staff are valued, cared for, listened to and challenged to be the best they can be.

We are proud of the character and ethos of our school community, and it is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

For most pupils our admissions applications are completed online but the Send information and support service (SEND IAS) offers support to any parents who, for a variety of reasons may have difficulties with the school application process. This includes helping parents in choosing the type of school that may be the most suitable for their child.

For further information on this service contact: The SEND-IAS, 1st Floor, Oriel Lodge, West Street, Chichester, West Sussex PO19 1RZ or call their helpline on 0330 222 8555, Monday - Friday 9am - 4pm. Or email send.iasewestsussex@gov.uk

Parents of new pupils are made aware that letters and newsletters are available on our website. They are able to enlarge documents to the size they need or use their own software to access information. The school will always do their best to support parents experiencing difficulties. This includes providing paper copies of a document on request.

We also offer to translate any letter if required.

The Accessibility Plan shows how access is to be improved for pupils, parents, staff and visitors with disabilities to the school, within a given timeframe.

The Accessibility Plan contains relevant and timely action to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as those without a disability; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment which may assist pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary and improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include written information provided in different formats such as large or coloured print. It may also include the translation of texts to different languages; the information will be made available in requested preferred formats within a reasonable timeframe. Information will be put on the school website so readers can choose their font size

etc when they download any information. The school office will support parents in accessing information and will respond positively to all requests for help in accessing information, letters and documents.

The school Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Reviewed and revised ~ Spring Term 2025

Appendix 1: Accessibility and Disability Equality Scheme Action Plan

Fittleworth Village School

Date: 2024-2025

Target	strategies	Timescale	outcome	Responsibility
Improving Access to Curriculum				
Increase confidence of all staff in differentiating the curriculum.	<p>Audit of staff training needs on curriculum access.</p> <p>Plan inset or staff meetings to train staff.</p> <p>Promote to our staff using our online training for curriculum-based courses that support pupils with specific need.</p>	<p>Termly</p> <p>Termly</p> <p>Ongoing</p>	Teachers and TAs can evidence a curriculum that is accessible to all.	Sendco and staff
Ensure all staff have access to specific training for specific needs.	<p>Development of ILPs to identify specific training needs for teachers.</p> <p>TA's training- Robust Vocabulary Training, Social Stories & Comic Strip conversation,</p>	<p>Ongoing</p> <p>See staff training in Sendco file</p>	<p>ILPs meet access needs for all pupils with disabilities. Staff able to support appropriately.</p> <p>All staff aware of children's individual needs and to have training that meets those needs.</p>	Sendco/ Headteacher and staff

	<p>Working Memory training, Resilience Training, Interoceptive curriculum, Trauma Informed training</p> <p>Sendco/Head Early Help Training, Safety & Wellbeing</p> <p>Dyslexia Friendly Classrooms</p> <p>Supporting Struggling Learners in maths and literacy.</p>		<p>Sendco and teachers fully updated in their training to enable them to bring these skills to the classroom.</p>	
<p>Ensure all staff are aware of and able to use SEND software and resources.</p>	<p>Audit SEND ICT and other resources and ensure staff have access to list.</p> <p>Clicker 7 To continue to run training sessions on use of the software and how to integrate into curriculum.</p>	<p>Ongoing</p> <p>Training to continue with SENDCO/Head organising additional training for teachers and TAs</p>	<p>Wider use of SEND software and resources to support pupils within the curriculum.</p>	
<p>Provide specialist equipment to promote participation in learning by all pupils.</p>	<p>Assess the needs of children in each class and provide equipment as needed.</p>	<p>Termly review with ILP or Individual Health Care Plan</p>	<p>100% of children identified as requiring equipment are provided with specialist equipment within a ½ term timeframe.</p>	<p>Sendco/class teachers</p>

Create effective learning environments for all.	Review of the Universal Provision document. Teachers to adapt learning opportunities to meet the needs of all the pupils	Ongoing	All children can access resources as independently as possible, including IT software.	Class teachers/TAs Sendco
Ensure that all pupils are able to access all out of school activities	Review out of school provision to ensure compliance with regulations. Review attendance and uptake of out of school provision?	Termly Termly	The needs of all children are met in and out of school activities and are part of the planning process for each event/activity.	Head teacher/Office staff
Equality and inclusion				
Ensure all policies consider the implications of Disability Access.	Review Behaviour Policy, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involvement of School Council. Consult pupils and staff on any proposed changes to polices when changes are made regarding disability access.	Ongoing	A complete suite of policies is compliant with equality legislation and contains updated policies, reviewed within the required timeframe.	Teaching Staff and Governors

Physical environment				
Ensure that all areas of the school building and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	<p>Create a premises plan that identifies issues with our school environment</p> <p>Our new outdoor project (which has had half of its funds raised through grant funding) includes an all year accessible path around the field. This will improve access for all.</p> <p>We will ensure each stage is reviewed to ensure we continue to improve access for all.</p>	Start 2024-2025 1 st phase	Improved access in and around the school for all pupils.	Headteacher/Governors/ School Business Manager (SBM)
Improve hard landscape areas at the front of the school to remove different levels of paving and uneven surfaces	This will be incorporated in the 2 nd phase of our outdoor project	1 st phase 2024-2025 and 2 nd phase 2025-2026	Improved access in and around the school for all pupils.	Headteacher and Governors and School Business Manager
Improve access and facilities in our ladies/disabled toilet	Research the requirements for the installation of a support bar.	next financial year 2025/2026	Improved access in and around the school for all pupils.	Sendco Head Teacher Governors and SBM

Attitudes				
To promote positive attitudes to disability	Review PSHE Curriculum Use Assembly Programme Guilford Collective worship to widen focus of Different/Same theme Involve local disability groups in assemblies and visits to school.	Academic year Autumn Term	All children feel included in all aspects of school life.	All staff
Newsletters and Information				
Ensure that all parents and other members of the school community can access information	Letters and newsletters available on school website. Review accessibility of newsletter and letters for parents. On the school website each class has a page with suggestions for additional resources for children. School text Alerts Admin team available to support any additional requests.	Academic Year	Parents and other members feel included in all aspects of school life.	Admin Team & Teaching staff
Ensure that parents who are unable to attend school because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or to send home written information.	As necessary Academic year	All parents have access to information about their child's progress.	Class teachers/Sendco

Staff				
Promoting equality of opportunity for staff	All recruitment and conditions in line with current West Sussex regulations	Ongoing	Current legislation adhered to	Headteacher