



Together we make a difference!

Co-Head Teachers: Mr M Dodson & Mrs H Weston

# Roe Farm Primary School

## Accessibility Policy & Plan



Version Control				
No:	Date of Amendment:	Author:	Summary of Changes:	Date Shared with FGB:
1.0	November 2024	SBM	Head teacher changed to Co-Head teacher	November 2024
2.0	October 2025	CHT – MJD	Page 4: Inclusion, Relationship and Behaviour Policy added to Linked policies  Page 5: Paragraph 4 added  SENCo replaced with Inclusion Lead  Curriculum – references move to an Inclusion Team	November 2025

Approved By:	FGB
Date:	26.11.25
Review Due Date:	12 Months

## Introduction

Under the Equality Act (2010) schools should have an Accessibility Plan. The Equality Act replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

The Equality Act (2010) states that a person has a disability if:-

1. He/she has a physical or mental impairment, and
2. The impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

We are committed to making sure that we:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Accessibility Plan is listed as a statutory document in the DfE’s guidance on statutory policies for schools. The Plan must be reviewed every three years. The current plan is attached to this document.

## The School’s Vision and Values

Roe Farm Primary School has high expectations for pupils with disabilities and expects them to be able to participate and achieve in every aspect of school life. We aim to remove barriers to learning so that every pupil can participate in all aspects of school life. Our commitment to equal opportunity is driven by our belief in inclusion for all, taking into consideration the protected characteristics such as race, SEND needs.

## Key Objectives

- To reduce and eliminate barriers to access the curriculum and have full participation in the school community for pupils, and prospective pupils, with a disability.
- The school is committed to ensuring equal treatment of all employees, pupils and any other stakeholders with any form of disability. We will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

## Principles

The school will:-

- Recognise and value parents’/carers’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respect the parents’/carers’ right to confidentiality.
- Provide all pupils with a broad and balanced curriculum that is appropriately adapted to meet the needs of individual pupils.
- Set suitable learning challenges and targets for pupils.
- Respond to pupils’ diverse learning needs.
- Endeavour to overcome barriers to learning and assessment for pupils.

## Activities

The school will:-

- Have high expectations of all stakeholders.
- Devise teaching strategies that will remove barriers to learning and participation for pupils with disabilities in all areas of the curriculum.

- Seek and follow the advice and guidance of Local Authority services and outside agencies, e.g. Specialist advisers, health professionals.
- Take into account the needs of pupils and other stakeholders when planning and undertaking future improvements and refurbishments of the school premises.
- Make itself aware of local services, including those provided by the Local Authority, for providing information in alternative formats when required or requested.
- Plan educational visits so that pupils with disabilities can participate.
- Raise awareness of disability amongst staff and pupils.
- Provide written information for all stakeholders in a format that is user-friendly.
- Eliminate harassment related to a disability for all stakeholders.

#### How the school will meet its duties

The school will meet its' duties under the relevant legislation by:-

- Publishing an Accessibility Plan that will be reviewed every three years or more frequently where necessary.
- Meeting with stakeholders with disabilities to ascertain how effectively the school is supporting them.
- Providing additional support for pupils with disabilities ensuring they are treated no less favourably than their peers.
- Adapting the curriculum and/or making reasonable adjustments to ensure pupils with disabilities participate fully in all aspects of school life.
- Making this policy known to all stakeholders by placing it on the school's website.
- Recording all incidents of harassment and taking all such incidents seriously with relevant policies and procedures being followed.

#### The Purpose of the School's Plan

The aim of this policy and plan is to set out the commitment of the Governing Body of Roe Farm Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively.

Roe Farm Primary School provides teaching and learning which meets statutory requirements. The school has regard to the Code of Practice when meeting the needs of pupils with Special Educational Needs & Disabilities.

#### Linked Policies

The Accessibility Policy and Plan will contribute to the review and revision of related policies including:-

- School Improvement Plan
- SEND Policy
- Inclusion, Relationship and Behaviour Policy
- Equality information and objectives
- Anti-Bullying Policy
- Educational Visits Policy
- Health & Safety Policy
- Supporting pupils with medical conditions policy

## [The Accessibility Plan](#)

### **Physical Environment**

Roe Farm Primary School is situated on two levels with wide corridors and several access points from outside. The land upon which the school and nursery are built is relatively flat. For EYFS and KS1 all access points are flat and level thereby ensuring easy access for wheelchair users. The area around the outside of the KS2 area of the building is again level access for wheelchair users. Main doors into the school and nursery building are wide and accessible for wheelchair users. Doors within the main school corridor are also wide to enable access to wheelchair users.

The school has internal emergency signage and emergency lighting. All escape routes are clearly marked. There are three disabled toilets within the main school building with handrails and emergency pull cords and 1 disabled toilet in the Multi Games changing rooms. We have two disabled lifts - one on each side of the school building to allow access through the school.

Onsite parking for staff and visitors is available close to the main entrances into school and nursery.

### [Curriculum](#)

Improving teaching and learning is at the heart of the school's work. The school follows the National Curriculum, Early Years Foundation Stage Curriculum and where applicable 'The Engagement Model' or Pre – Key Stage materials in KS1 and KS2. Through self-evaluation and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes. In addition, we have an Inclusion Team to support individuals who may need additional support with; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and/or Physical Needs.

Where relevant and appropriate school works closely with external agencies such as the In Year Fair Access team, Speech and Language Therapy, Educational Psychologists, School Health, Hearing specialists and Occupational Therapists along with a range of organisations that support SEMH needs. This allows for specific and targeted training to be identified in order to support groups/individuals.

We deliver a highly inclusive model that supports a significantly higher-than-average proportion of pupils with additional needs. The school is proactive in offering a broad range of targeted interventions, addressing sensory, communication, behavioural, and emotional needs through our new Inclusion Team. Planned developments—including more consistent intervention delivery across phases and improved impact measurement through Boxall Profiles and pupil/parent voice—will further strengthen the school's offer. It is also a core value of the school that all pupils are enabled to participate fully in the broader life of the school including participation in clubs and educational trips/visits.

### [Information](#)

Information about the school is generally in a written format. This can be provided in larger print if requested or a member of staff will go through the information with a parent/carer on a one-to-one basis. Information can also be accessed on the school website.

### [Management, co-ordination and implementation](#)

The Co-Head teachers, Governors and the Senior Leadership Team (including the Inclusion Lead (s)) will consult with outside agencies and the Local Authority when new situations regarding children with disabilities arise.

**Improving Access to the Physical Environment**

Target	Strategies	Completion Date	Responsibility	Success Criteria
<p><b>Short-term</b></p> <p>School aware of the access needs of disabled children, staff &amp; parents/carers</p>	<p><b>Indoor</b></p> <ul style="list-style-type: none"> <li>• Identify needs of new in-take and make reasonable adjustments to the physical environment</li> <li>• Assess needs of pupils and plan for smooth transition</li> <li>• Plan classrooms accordingly</li> <li>• Involve STePs Teams to support with transition and any specialist equipment</li> <li>• Maintain good working order of all disabled toilets and facilities</li> </ul> <p><b>Outdoor</b></p> <ul style="list-style-type: none"> <li>• Maintain good up-keep of all areas to allow easy access</li> <li>• Pupil questionnaire - Seek pupil views through school council on improving environment</li> <li>• Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes – regular practice drills undertaken</li> <li>• Up-date pupil fire evacuation plans and risk assessments for all pupils and share with staff.</li> <li>• Monitor risk assessments and adapt if needed to meet pupil's needs.</li> </ul>	<p>On entry to school</p>	<p>Co Head, Health &amp; Safety Governor, Site Manager, Inclusion Lead/all staff</p>	<p>Individual plans in place for all children with additional needs.</p> <p>Use information gathered to plan adjustments and adapt provision accordingly.</p> <p>All disabled children can evacuate the building safely and quickly in an emergency. Staff are confident in evacuation strategies.</p>

<p>Medium term</p> <p>To ensure classroom environments meet the needs of all pupils.</p>	<ul style="list-style-type: none"> <li>• Environment monitoring to take place on a regular basis.</li> <li>• Monitor through learning walks, drop-in sessions, mini observations etc.</li> <li>• Ensure environments meet the needs of all pupils by being stimulating but not overly (pastel coloured displays/tidy/decluttered environments)</li> <li>• Ensure environments are enriched with visual aids to support learners</li> <li>• Needs of the pupil to be carefully thought through and classrooms adapted accordingly</li> <li>• Seek views of pupils</li> <li>• Ensure there are calming spaces in each classroom</li> <li>• Ensure pupils have access to a well-resourced sensory space</li> </ul>	<p>Ongoing</p>	<p>Co Head, Health &amp; Safety Governor, Site Manager, Inclusion Lead/all staff</p>	<p>Classrooms are productive and meet the needs of all pupils</p> <p>Pupils have calming spaces they can access if needed</p>
--	---	----------------	--	---

<p><b>Long term</b></p> <p>To continue to develop the playground facilities for all children, including those with SEND needs.</p> <p>To ensure path ways are appropriate for wheelchair access.</p>	<ul style="list-style-type: none"> <li>• Look for funding opportunities for playground developments</li> <li>• Involve the School Council</li> <li>• Regular checks and maintenance</li> <li>• Site manager and staff to report any problems</li> </ul> <ul style="list-style-type: none"> <li>• Look for funding opportunities to install tactile paving on school premises.</li> <li>• Look for funding opportunities to improve doors (Auto door opening/closing, adjustments)</li> </ul>	<p>Ongoing</p>	<p>Co Head, Health &amp; Safety Governor, Site Manager, Inclusion Lead/all staff</p>	<p>Inclusive – child friendly play areas in place</p> <p>Wheelchair access maintained around the school grounds</p>
--	---	----------------	--	---

### Improving Access to the Curriculum

Target	Strategies	Completion Date	Responsibility	Success Criteria
To ensure that teaching and learning activities provide opportunities for all pupils to achieve.	<p>Lessons and activities address a variety of learning styles and are effectively adapted to meet the needs of all children.</p> <p>Children have opportunities to work individually and collaboratively in pairs, groups and whole classes. ICT is used to support pupils' with additional needs when accessing to the curriculum.</p> <p>Target Setting Review documents reviewed and shared with parents termly.</p> <p>School accesses appropriate training, equipment specific to a pupils' needs, e.g. special grip pens, coloured overlays, writing easels, etc.</p>	Ongoing	<p>Co-Head teachers/ Inclusion Lead</p> <p>All staff</p> <p>Governors</p>	<p>Termly monitoring by Inclusion Lead/Co-Head teachers to review provision for SEND and allow for needs to be identified and for relevant support to be implemented e.g. staff CPD/training</p> <p>All staff to be clear of recommendations from external agencies and ensure where possible strategies/systems are implemented</p>
To develop and embed strategies in order to support Social and Emotional Needs.	<p>Introduction of Inclusion Team to support pupils with SEMH needs.</p> <p>Links with Compass, Think for the Future, Remedi, Bridge the Gap: targeted support and intervention for individuals and their families.</p> <p>Development of a safe space in school for children to go: Sensory space. Support from 'Bridge the Gap' to access funding and develop.</p> <p>Implement 'Zones of Regulation' across school to allow for needs to be identified earlier and support with children's emotional regulation. Staff CPD/training to support: Educational Psychologist</p>	Ongoing	<p>Co-Head teacher</p> <p>Inclusion Lead</p> <p>All staff</p>	<p>Increased level of parental engagement to support children in managing emotional regulation.</p> <p>Reduce risk of exclusion for identified individuals.</p> <p>Children to have a greater understanding of the Zones and be able to understand and explain feelings and develop strategies for managing this.</p>

To ensure all staff are aware of disabled children's curriculum access.	Specific staff training for teachers, teaching assistants and midday supervisors who support disabled pupils, e.g. training in use of communication in print to support pupils with communication difficulties, Autism Awareness Training, Zones of Regulation	Ongoing	Co-Head teachers  All staff	Staff aware of how they can meet the needs of individual children with a diverse range of learning and behaviour needs.  Staff trained and feel confident in supporting specific needs of groups/individuals.
Monitor and track progress and achievement of pupils with additional needs.	Inclusion Lead (s) monitoring through learning walks, book reviews and pupil discussions; regular feedback to staff  Pupil progress meetings evaluate the progress of pupils with additional needs in each class. Regular liaison with parents.	Ongoing	Co-Head teachers  Inclusion Lead Class teacher	Children with additional needs are reaching their full potential through a carefully planned curriculum that has been adapted to meet their needs.
To ensure all pupils participate in physical activities.	Individual access plans for disabled pupils. Advice taken from external agencies and parents. Staff trained to enable pupils to access all physical activities.  Risk assessments undertaken for specific pupils.	Ongoing	Co-Head teachers Designated staff	All children participate fully in all physical activities.
Ensure all school trips are accessible to all.	Individual risk assessments undertaken for specific pupils. Site visits undertaken by designated staff prior to the visit. Involve parents in decisions. Provide extra support for vulnerable pupils.	Ongoing	Co-Head teachers Inclusion Lead (EVC) Designated Staff: trip leaders/class teachers	All children able to take part in school trips safely and confidently.
To include positive images of disability in assemblies and the curriculum.	Use of resources and contexts to promote positive images of disability. Disability equality issues incorporated into PSHE planning.	Ongoing	Co-Head teachers All staff	Resources reflect positive images of disability. All children have an increased knowledge and understanding of disability issues. Very low incidences of poor behaviour recorded and monitored.

<p><b>Medium term</b></p> <p>To improve the quality of resources and specialised equipment</p> <p>To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/meeting pupils' needs</p> <p>To review extra curricula and enrichment provision and ensure accessibility for all pupils</p>	<ul style="list-style-type: none"> <li>• Audit of resources and training needs</li> <li>• Up-date and invest in any new resources which offer greater access to the curriculum for identified children across the school (e.g. dyslexia resources)</li> <li>• Staff training identified – internally and externally</li> <li>• STePs/External experts to train staff when providing specialist equipment</li>   <li>• Monitor which pupils are accessing extra curriculum and enrichment opportunities</li> <li>• Promote clubs with SEND pupils</li> <li>• Ensure clubs are suitable adapted to meet pupil needs Half termly</li> </ul>		<p>Co-Head teachers/ Inclusion Lead</p>	<p>Pupil access to the curriculum improved through the use of good quality resources, interventions and adaptations</p> <p>All out of hours activities to be accessible to all pupils in school</p> <p>SEND pupils enjoy attending enrichment activity</p>
---	--	--	---	--

<p><b>Longer Term</b></p> <p>Embed new Inclusion Team to ensure staff expertise and resources fully meet the needs of the school in response to any new admission.</p>	<ul style="list-style-type: none"> <li>• Inclusion team to work alongside class teachers to ensure Inclusive Quality First teaching meets the needs of all pupils.</li> <li>• Develop links with specialist provisions and schools to upskill existing staff</li> <li>• Use research informed approaches within inclusive practice</li> </ul>	<p>Ongoing</p>	<p>Co-Head teachers/ Inclusion Lead</p>	<p>All pupils will have a fully inclusive experience of school regardless of their need and will be able to access all areas of the school curriculum, including enrichment opportunities</p>
--	---	----------------	---	---

### Improving Access to Information

Target	Strategies	Completion Date	Responsibility	Success Criteria
To provide information that is accessible and easily understood by all.	<p>School information written in easily understood language.</p> <p>Office staff/Family worker/Co-Head/ (DSL) assist parents to access information and to complete forms/documentation.</p> <p>Ask parents how they wish to access information. School's website and class dojo used to communicate information to stakeholders.</p> <p>All staff to take care when writing letters and information to try and avoid jargon and complex language.</p> <p>Co-Head to check all information before it is issued.</p> <p>Information may need to be produced in different languages/formats, e.g. large print.</p>	Ongoing	<p>Co-Head teachers</p> <p>All staff</p> <p>Governors</p> <p>Office staff</p>	<p>Stakeholders can access desired information and understand such information.</p> <p>Communication with stakeholders is effective.</p> <p>Stakeholder satisfaction evaluated through questionnaires e.g. parents/children</p>

<p>Medium</p> <p>To continue to seek ways to provide information in alternative formats for specific children/parents/carers as appropriate (e.g. language/braille/signing/large print)</p>	<ul style="list-style-type: none"> <li>• Use an external platform to help translate information verbally and in writing to EAL parent/carers and pupils</li> <li>• Use STePs team to help provide information for visually impaired and those hard of hearing</li> <li>• Use Class Dojo more effectively to communicate with EAL families (translation options available)</li> <li>• Use Widget symbols and picture exchange to support children with limited communication skills and language needs</li> </ul>	<p>Ongoing</p>	<p>Co-Head teachers/ Inclusion Lead</p> <p>All staff</p>	<p>Parents/carers and pupils to be able to easily access all information</p>
---	--	----------------	--	--