



Finchampstead C of E (Aided) Primary School

This is the day that the Lord has made, let us rejoice and be glad in it

Accessibility Policy **(inc. Accessibility Action Plan)**

Approved by: Board of Governors

Last reviewed: December 2025

Next review due by: December 2026

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
- Improve the availability of accessible information to pupils 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.

Our school vision is 'This is the day the Lord has made, let us rejoice and be glad in it.' This vision leads us confidently to ensure each individual is enabled to learn, play and thrive with each opportunity and each day.

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 and works closely with Wokingham Borough Council and the Oxford Diocese.

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. Action plan (see appendix 1)

The school has an action plan in place which sets out the means of meeting the requirements set within the Equality Act 2010.

The action plan addresses requirements broken down as follows:

- To increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils with a disability

4. Monitoring arrangements

This policy will be reviewed every year. The action plan will be reviewed alongside all risk assessments and SEND documentation. It will be reviewed by headteacher.

5. 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

Appendix 1 - Accessibility Action Plan

Access to the curriculum

- The school undertakes to assess its curricular provision to pupils on a regular basis, and to use this information to better tailor the curriculum to pupil requirements so that we ensure that the school is responding to pupil's diverse learning needs.
- Create a challenging curriculum where suitable learning challenges are set and progress of individuals' achievements can be assessed.
- To seek and follow advise of services such as other schools, the LA, support services, the government and independent bodies to achieve best practice. This will require an assessment of the resources and possible funding as well as a review of EHCP reports and the requirements set out in order to meet needs.
- Make use of learning aids as recommended by support services by means of purchase or long/short term loans e.g. writing slopes, magnifying equipment etc in order to overcome potential barriers to learning and assessment for individuals and groups of pupils
- To work in positive collaboration with the home setting to consider best approaches to the curriculum. SEND support plans will identify strategies/resources/adaptations needed and will be regularly reviewed by teachers and SENCO.

Access to the physical environment

- The school will develop ways of making the physical environment more accessible to people with disabilities and where necessary involve the Innovate Inclusion Fund.
- Consider how different impairments have specific requirements and can be best catered for within the school environment
- Consider ways of providing the most suitable aids and resources, outside of the child's SEN or health provision
- To seek and consider the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice

Access to information

- Regularly audit existing methods of providing information and develop and improve these where necessary to improve accessibility
- Work with local schools, LA and local support services to source best materials at an appropriate cost
- Include parents and pupils in choices of the most suitable media for the disabled child

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.
- Ensure that information is made available in various preferred formats within a reasonable timeframe