



Fitzharrys School Accessibility Policy and Plan

Summary of changes

The Accessibility Plan has been reviewed and updated to reflect new goals and the continuation of ongoing priorities.

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Legislation **Error! Bookmark not defined.**

Introduction

The Policy and Plan are drawn up in accordance with the planning duty in the Equality Act 2010 to prevent discrimination against disabled people in their access to education. This places key duties on schools, which are:

1. not to discriminate against disabled pupils in their admissions and exclusions, and provision of education benefits, facilities, and services.
2. not to treat disabled pupils less favourably for a reason related to their disability.
3. to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage and to make reasonable adjustments for disabled pupils; and
4. to publish an Accessibility Plan every two years. The SEN Code of Practice 2014 states that schools must publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

Definition of disability

Disability is defined within the Equality Act 2010 as follows: "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities." Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect. The disability provisions in the Equality Act are different from those of other protected characteristics. Rather than just treating a person with a disability equally with those without a disability, there are times when they should be treated more favourably to be able to benefit from what we offer to the same extent as a person without a disability. We will make all reasonable adjustments to ensure that members of our community with a disability are fully included in our school. The group Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long-term medical needs be treated as disabled for the purposes of equality legislation. This is in addition to all pupils with long-term impairments that have a significant impact on their day-to-day activities. We understand that the definition of disability under the Equality Act 2010 is different from the eligibility for special educational needs provision. This means that disabled pupils may or may not have special educational needs.

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School Accessibility Overview:

At Fitzharrys School, we are dedicated to fostering an inclusive and accessible environment for all members of our school community, including students, staff, parents, and visitors. We believe that every individual, regardless of their abilities or disabilities, deserves equal opportunities to access education, facilities, and resources without any barriers. Our commitment to accessibility and inclusion is rooted in the belief that diversity enriches our learning community, making it stronger, more vibrant, and reflective of the world we live in.

Purpose of the Accessibility Plan:

The purpose of our accessibility plan is to proactively identify, remove, and prevent barriers to access and participation within our school. By creating an inclusive environment, we aim to empower all students to achieve their full potential academically, socially, and emotionally. Our plan is designed to ensure that everyone, including those with disabilities, can fully engage in the educational experience, extracurricular activities, events, and facilities provided by the school.

Goals of the Accessibility Plan:

1. Increasing access to the curriculum

To ensure all disabled pupils can fully access the curriculum alongside their peers through consistent adaptive teaching, appropriate use of assistive technology, and well embedded- pupil profiles, resulting in improved engagement and progress over time.

2. Improving the physical environment

To remove or reduce physical and sensory barriers across the school site so that disabled pupils can move safely, independently, and confidently around the school, learning in environments that meet their physical, visual, auditory, and sensory needs.

3. Improving access to information

To ensure all school information—written, digital, and verbal—is accessible to pupils, parents, and carers with disabilities through alternative formats, accessible digital design, and direct support, enabling full participation in school life.

4. Improving staff expertise and training

To develop a confident, skilled workforce that understands disability, recognises barriers to learning and participation, and consistently applies inclusive practice to meet diverse needs across classrooms and the wider school environment.

5. Strengthening pupil and parent voice

To actively involve disabled pupils and their families in identifying accessibility strengths and barriers, ensuring their views directly inform improvements, decision making-, and annual review of the accessibility plan.

6. Inclusive enrichment and wider school life

To ensure disabled pupils have equitable access to trips, clubs, performances, and enrichment opportunities through proactive planning, reasonable adjustments, and monitored participation.

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Outcomes	Actions	Who	Review date
Increasing access to the curriculum			
Curriculum is adapted so disabled pupils can access all subjects.	<p>Evaluation of curriculum offer on year-by-year basis for each year group depending on the needs of the cohort through QA processes.</p> <p>Provide adaptive teaching CPD to all teaching staff annually</p> <p>Conduct learning walks focused on accessibility and provide feedback to staff.</p> <p>Ensure all teaching resources follow accessible formats (clear fonts, alternative text for images, high contrast).</p>	DHT Inclusion/AHT Curriculum and Ethos/Teaching and Learning	Jan 2028
Teachers receive training to deliver adaptive teaching and meet diverse learning needs.	<p>Deliver an annual SEND/Disability training cycle (autism, ADHD, SEMH, VI/HI needs, dyslexia, cognitive overload).</p> <p>Provide targeted coaching for staff teaching pupils with high level needs.</p> <p>Include accessibility strategies in new staff induction.</p>	DHT Inclusion/AHT Teaching and Learning	Jan 2028
Assistive technology and accessible resources (e.g., enlarged text, audio, overlays, specialist software) are routinely available.	<p>Audit all pupils for assistive technology needs</p> <p>Provide training for staff on how to integrate assistive tech into lessons.</p> <p>Purchase or upgrade software (Immersive Reader, screen readers, enlarged text tools).</p> <p>Train pupils to independently use their assistive technology.</p>	SENCO	Jan 2028
Pupil profiles and learning plans are used consistently across the school.	Update all pupil passports 3 times a year and share via Provision Map.	SENCO	Jan 2028

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	Ensure teachers read and apply strategies in every lesson; quality assurance through JPD process. Review of use of passports and adaptations as a result.		
Disabled pupils' curriculum progress is monitored, and gaps reduce over time.	Collect and analyse progress data for SEND/disabled pupils through the RAP process. Implement interventions (literacy, numeracy, social communication, sensory regulation) and evaluate impact. Provide alternative provision where necessary and appropriate.	DHT Inclusion/SENCO	Jan 2028
Improving the physical environment			
Physical barriers (steps, narrow doorways, uneven surfaces) are removed or mitigated.	Undertake a full site accessibility audit annually (ramps, steps, rails, surfaces, doors, signage). Create and deliver a repairs and adaptations schedule (e.g., fix uneven surfaces, widen routes, repaint contrast markings).	Headteacher/Site team	Jan 2028
Accessible toilets, changing spaces, and hygiene rooms are provided or improved.	Ensure accessible toilets are clearly signposted, well maintained, and regularly checked. Adapt changing spaces for pupils with physical or sensory needs.	Headteacher/Site team	Jan 2028
Wayfinding is accessible (contrast signage, lighting, hearing loops).	Create and review PEEPs (Personal Emergency Evacuation Plans) annually and/or when needs change. Ensure clear evacuation signage and maintain accessible refuge points.	DHT Inclusion/SENCO Headteacher/Site team	Jan 2028

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Classrooms improve acoustic conditions and lighting to support sensory needs.	<p>Prioritise rooms for lighting upgrades and blinds replacement to support students with sensory and visual needs.</p> <p>Replace or update projectors/screens to ensure clear visibility for VI pupils.</p> <p>Allocate ground floor rooms for pupils unable to use stairs; adjust timetables each year.</p>	Headteacher/Site team	Jan 2028
Improving access to information			
All school information (letters, reports, website content) is available in alternative formats (large print, audio, Easy Read, translated versions).	<p>Provide alternative formats (large print, audio, Easy Read, coloured paper, translated versions) within 5 working days of request.</p> <p>Train staff to produce accessible documents (clear style sheets, alt text, headings, contrast).</p> <p>Ensure printed materials use dyslexia friendly guidelines (Sans serif font, 12–14pt minimum, clear spacing).</p>	Headteacher/Admin team	Jan 2028
Website meets WCAG AA standards and has a compliant accessibility statement.	<p>Audit the school website annually against WCAG AA standards and fix issues (alt text, contrast, keyboard navigation).</p> <p>Maintain a compliant Accessibility Statement with a named contact for feedback.</p> <p>Ensure downloadable documents (PDFs, policies, letters) are converted to accessible formats.</p>	<p>Headteacher</p> <p>DHT Inclusion</p> <p>Headteacher/Admin team</p>	Jan 2028
Improving staff expertise and training			
Annual training plan on SEND, disability awareness, assistive tech, and neurodiversity.	Include in CPD calendar, disability awareness, inclusive pedagogy, sensory needs providing specialist sessions from external agencies (SENSS, CAMHS, SALT, VI/VI teams) where appropriate.	DHT Inclusion/AHT Teaching and Learning	Jan 2028

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	Include accessibility and SEND in new staff induction.		
Increase staff confidence in identifying barriers and removing them.	Deliver targeted training and coaching to improve staff confidence in identifying and removing learning barriers.	DHT Inclusion	Jan 2028
Strengthening pupil and parent voice			
Regular consultation with disabled pupils about accessibility improvements.	Run accessibility focus groups with pupils. Add accessibility questions to annual parent survey. Conduct student accessibility walk-arounds with SENCO and site team. Use findings to update the plan each year.	SENCO	Jan 2028
Structured feedback cycles (surveys, school council accessibility audits).	Build survey points into the school calendar at strategic times.	Headteacher	Jan 2028
Inclusive enrichment and wider school life			
Trips, clubs, performances, and events are accessible to all pupils. Risk assessments for trips explicitly address disability access.	Update trip risk-assessment templates to include specific disability access checks. Ensure off-site visits are planned with input from SENCO and parents at least 4 weeks in advance. Provide additional staffing, aids, or transport where needed. Track participation data to ensure disabled pupils are equally represented.	AHT Curriculum and Ethos	Jan 2028

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