Field Lane Junior, Infant & Nursery School

Accessibility Policy

Approved by: School Governing Board	**Ratified:** October 2026
Last reviewed: October 2026	**Next Review due**: October 2027
Reviewed by: Senior Leadership Team	

Introduction

At Field Lane J, I & N School our vision and values reflect our commitment to a school where there are high expectations of everyone. Learners are provided with high quality learning opportunities so that each learner achieves to their full potential and all learners feel included. We promote an ethos of strength, togetherness, aspiration and responsibility and ensure every member of our school community feels that they belong and are valued. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving learners's confidence and self-esteem. We know that safe and happy learners can achieve highly.

The Equality Act 2010

The Equality Act 2010 brought together a range of equality duties and requirements within one piece of legislation. The Act introduced a single Public Sector Equality Duty (PESD) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and academies (including Free Schools) and which extends to all protected characteristics:

- race
- disability
- sex
- age
- religion or belief
- sexual orientation
- pregnancy and maternity
- gender reassignment

This combined equality duty came into effect in April 2011.

Field Lane J, I & N School welcomes the general responsibilities under the Equality Act to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Requirements for local authorities to put in place an accessibility strategy for disabled pupils are specified in schedule 10 of the Equality Act – Accessibility for disabled pupils.

Schedule 10 states:

An accessibility strategy is a strategy for, over a prescribed period:

(a) increasing the extent to which disabled pupils can participate in the schools' curriculums;

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(b) improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;

(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The delivery of information in (c) must be:

(a) within reasonable time
(b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

School Ethos, Vision & Values

Field Lane J, I & N School, in active partnership with parents, aims to provide a high quality education, which will offer opportunities for learners to develop holistically in line with our school values of: Strength, Togetherness, Aspirations and Responsibility.

We are committed to ensuring equality of education and opportunity for disabled learners, colleagues and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled learners.

The achievement of disabled learners will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

Definition of Disability

A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010).

Field Lane J, I & N School recognises the importance of involving disabled people fully in the development of our provision and accessibility plan. We have involved disabled people in the following ways:

Disabled learners:

We have identified our disabled learners and asked them, where appropriate for their views.

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Disabled colleagues:

We have asked all colleagues to identify any barriers that affect them and how we can plan to overcome them.

Disabled parents/carers:

We have given all parents/carers the opportunity to identify any barriers that affect them and how we can improve the way we meet their needs.

Disabled members of the local community:

We provide opportunities for other visitors to the school to identify any barriers and suggest reasonable adjustments.

These groups will be consulted, and their views considered as we continue to develop the action plan in the future.

How we have gathered information on the effect of our policies and practices on disabled people. We recognise that our policies and practices may impact on disabled people and in particular on:

- the recruitment, development and retention of disabled employees;
- the educational opportunities available to and the achievements of disabled learners.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services.

Learner Achievement:

The progress made by all learners at Field Lane J, I & N School is closely monitored. We will ensure that the progress made specifically by SEN and Disabled learners is monitored separately alongside this. We use the PiXL Assessment System and PIVATs Assessments in school to track all learners.

Admissions, Transitions, Exclusions:

We are aware of the need to monitor our disabled learners at these stages. We will make reasonable enquiries at admission and transition stages to find out whether learners or existing learners have additional needs.

Social Relationships:

It is important to us at Field Lane that all learners are included. We provide ample opportunities for all learners to interact with each other within classes, and across year groups and key stages. We recognise that it is essential that all learners can

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interact with their peers and that no learner is excluded for any reason.

Employing, Promoting and Training Disabled Staff:

The colleagues at Field Lane J, I & N School are becoming more representative of our school community. The views of all colleagues are taken into account during frequent meetings with the Senior Leadership Team. The school will provide reasonable adjustments for disabled colleagues and will allow them additional time for treatment of their condition where necessary.

How will we assess the impact of our policies?

All policies and practices on disability equality will be closely monitored and improved where necessary. The review of all existing school policies and the introduction of any new ones will take into account their impact, or likely impact, on disabled people.

We will give disabled people within school the opportunity to discuss any changes as necessary. The views of learners with a disability and also their parents and/or carers will be considered in all policy making.

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled learners, parents/carers, colleagues and members of the local community.

We have agreed a programme to review the impact of policies and this is contained in our action plan.

Our Access Plan

We have produced a disability equality access plan to ensure that we fulfil our general and specific duties under the Disability Equality Duty. This outlines the steps we are taking to improve:

- curriculum access
- provision of information
- physical access

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Increased Access to the Curriculum

Target	***Objective***	***Person Responsible***	***Actions required/Resources***	***Timescale***	***Success Criteria / Outcome***
All subject areas within the curriculum to take into account the needs of all learners.	Each curriculum leader undertakes an audit of all schemes of work. A range of differentiated resources to be developed to meet the needs of all learners.	Each subject leader.	Review of scheme of work and subject policy each year. Audit of subjects to take into account resources required by disabled learners.	Yearly review	All learners are able to access all schemes of work more readily.
Part of the curriculum each year to raise disability equality issues.	Teachers to consider the disability content of different parts of the curriculum and to raise positive awareness where possible.	Class Teacher	Teachers to be aware of the curriculum they are teaching and how it may be viewed by a learner with a disability.	Weekly	Increased awareness amongst colleagues of the impact of certain parts of the curriculum.
	Disability awareness training is a feature of school CPD.	SLT	Ensure latest awareness training is provided where necessary.	Yearly review	Class Teachers and key stage colleagues are well informed on individual learners.
Teachers deliver inclusive quality first teaching to all learners.	Systems in place to inform teachers of the specific needs of individual learners.	SLT Class Teacher	Termly update on specific needs of individual learners.	Termly review	
All texts to be accessible to all learners	Size 12 to be used as a minimum on all work sheets.	SLT	Coloured paper available for photocopying.	Yearly review	All learners to be able to access texts more easily in school.
	Coloured photocopy paper available for dyslexic learners.	Class Teacher	Clear signs and coloured labels in the library.		
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	materials for a range of reading ages. Location of different texts to be clearly labelled.		PiXL and PIVATS to be used to effectively monitor pupil progress.		
Progress of disabled learners is closely monitored alongside non-disabled peers. Physically disabled learners can access all subjects. School can meet the personal care needs of its learners. All learners are able to access extra-curricular opportunities. All learners are able to access educational visits made by their class.	Close monitoring of progress of all learners in school is necessary. Timetabling of hall, library and playground use takes into account the travelling time of some learners. All colleague job descriptions include the need to support some learners with personal care needs. Lifting, handling and medication training available to appropriate colleagues. Planning takes account of needs and reasonable adjustments are made to ensure disabled learners are not excluded. Arrangements to be made to allow all learners to access school trips e.g. accompanied by	SLT SLT Class Teachers SLT SLT Class Teacher SLT Class Teacher	Class teachers to be aware of the needs of individual learners. Appropriate training given to colleagues. Intimate Care Policy Changing equipment available in disabled toilets. Resources needed as appropriate. Extra- curricular activities open to all. Resources needed as appropriate. Specific needs of individual learners to be taken into consideration alongside existing policy.	Termly Review Yearly Review Termly Review Termly Review Termly Review	All learners seen to be making some progress across the year. All learners are able to access all subjects more readily. Personal care needs of learners are met appropriately. Increased number of disabled learners accessing extracurricular activities where possible.

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	parent, appropriate transport to site, specific equipment taken where necessary.				All learners are able to access educational visits.
School behaviour and exclusions policy to make reasonable adjustments for disabled learners.	Learners with specific and identified needs relating to behaviour need to be considered when reviewing the school behaviour and exclusions policy.	SLT		Yearly Review.	School behaviour policy is fair to all leaners.

Improving the provision of information

Target	***Objective***	***Person Responsible***	***Actions required / Resources***	***Timescale***	***Success Criteria / Outcome***
To facilitate the navigation of colleagues, learners and visitors around the school.	To audit current signage in school. To provide disabled friendly signs for all areas of the building. Names fixed to all classroom doors.	SLT	Use of symbol signage where appropriate. All signs or symbols to match individual learners' visual timetables where necessary.	Termly Review	Colleagues, learners and visitors to be able to navigate more easily around school.
To improve access to written information for parents / carers about school.	Letters home available in or larger print if necessary. School website to conform to accessibility protocols.	SLT	Ensure written information is clear.	Termly Review	Written information more accessible to parents / carers.
To offer additional support and accessible	To ensure all parents/carers can fully	SLT	On the admissions form and any other appropriate	Termly Review	Increased engagement from

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communication to meet the needs of parents/carers with disabilities or health conditions.	participate in school life.		documents, add an option for parents/carers to state accessibility preferences and carer status. Offer flexible alternatives for parents' evenings (e.g., phone consultations, or home visits where appropriate)		parents/carers with disabilities or long-term health conditions.

Improvements to the Physical Environment

Target	***Objective***	***Person Responsible***	***Actions required/ Resources***	***Timescale***	***Success Criteria / Outcome***
Learning environments to be accessible to learners, colleagues and visitors with a disability.	Appropriate blinds to be fitted to all windows. Ramps and handrails in use in stepped areas where possible. The location of classrooms takes into account the needs of physically disabled learners. Toilets match needs of disabled learners.	SLT/ Site manager	Needs of all disabled adults and learners to be considered in the purchase of all new school equipment and any existing or new building projects.	Review as needed	Physical and learning environment to be accessible to all disabled learners, colleagues and visitors.
The entrance of school to be accessible to all.	Designated parking space near the main door. A quiet seating area to be identified for visitors. Colleagues working in the office are made aware of the needs of disabled people.	SLT/Site manager	Entrance to school needs to be well kept and organised. Colleagues need to be kept informed and involved in regular awareness training for all colleagues.	Review as needed	School entrance is accessible to all.

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All learners can engage in lunch time activities.	There are alternative arrangements made for learners who find the dining room dysregulating. Lunch time supervision is proactive in engaging learners in positive activities.	SLT/ Lunchtime Colleagues	Lunch time arrangements and activities to be reviewed as necessary to include all learners. Lunch time colleagues to be made aware of specific needs of learners.	Termly Review	All learners engaged in lunchtime activities alongside their peers.
All learners are physically safe.	Fire evacuation procedures, alarms, etc are reviewed to take account of the needs of all learners and colleagues and specific needs are recorded using a risk assessment.	SLT SENCO	All colleagues need to be aware of procedures to keep learners physically safe.	Yearly Review	All learners will be physically safe in all eventualities in school.

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