



FOREST OF DEAN COMMUNITY SCHOOLS FEDERATION

PARKEND PRIMARY & YORKLEY PRIMARY

Accessibility Policy 2025 - 2027

Ratified: May 2025

Signed by:

Executive
Headteacher

Chair of Governors

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Statement of Intent

The Forest of Dean Community Schools Federation aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- The Executive Headteacher and other relevant members of staff.
- Governors.
- Others stakeholders across the federation.

1. Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and Schools'
- DfE (2015) 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years'

Definitions: In line with the Equality Act 2010, 'Indirect discrimination' is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without these protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The 'protected characteristics' are: age, disability, gender, reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a 'disability' if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

2. Roles and Responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Executive Headteacher / Administrators will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Executive Headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Executive Headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Review

The governing board will undertake an annual review. The review will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the review, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities.
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities.
- **Comprehension** – this includes hidden disabilities, such as autism.

The findings from the review will be used to identify short, medium and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

1. Planning Duty 1: Curriculum

Target	Who	Timescale	Outcome / Success Criteria	Review or complete
To ensure that all children have fair access to the curriculum.	SENDCo / Teachers	October half term February half term May half term	Adaptations made to the curriculum to meet the needs of pupils with SEND. Pupils typically learn the same curriculum as their peers.	
Resources and equipment to support with access to the curriculum are audited and purchased timely	SENDCo / Teachers	When required	Adaptations made to the curriculum to meet the needs of pupils with SEND. Pupils typically learn the same curriculum as their peers.	
To include pupils with a disability, medical conditions or other access needs as fully into the wider curriculum – including trips, visits, extra-curricular provisions.	SENDCo / Teachers	On-going	Risk assessments to be undertaken, providers will comply with all legal requirements.	

2. Planning Duty 2: Physical Environment

Target	Who	Timescale	Outcome / Success Criteria	Review or complete
Ensure the school's physical environment is accessible to all. E.g. children / adults with mobility / medical or wheelchair use.	EHT / SBM / Governors	On-going	Pupils and staff with mobility constraints considered in all classroom planning to ensure they are based in accessible classrooms.	
Review access / route to where children have forest schools *Yorkley's is off site *Parkend's is on site	EHT / Forest School Lead	On-going throughout year	Children with SEND receive the same curriculum opportunities as all others. Risk assessments always in place and signed off in advance.	
Children sensitive to sound (fire alarm etc.) have access to ear defenders.	SENDCo	When required	Children will feel safe / secure while attending school	
To ensure staff are continually trained to meet the needs of children with a range of SEND.	SENDCo / EHT	Review cycle which matches needs of the children	Staff enable all children to access school's curriculum.	

3. Planning Duty 3: Information

Target	Who	Timescale	Outcome / Success Criteria	Review or complete
Understand the needs of pupils and ensure that information is available in relevant print / colour.	SENDCo / Class teachers	When required	Pupils have access to the curriculum in a format that meets their needs.	
To ensure children get extra time / larger print etc. for tests if required.	EHT / Class teacher	When formal tests are administered e.g. SATs Year 6 or optional testing	Pupils are not disadvantaged when being assessed through tests. Barriers to learning reduced allowing children to reach their full potential.	
To ensure staff with any additional needs have additional time if requested for tasks such as end of year reports.	EHT	When requested and relevant e.g. end of year reports	Staff feel valued and have additional time so can complete task successfully.	
To ensure the website is accessible – and it is clear that paper copies are available if requested.	Administration	New websites being commissioned Summer term 2025.	Parents remain informed and support children's progress.	

4. Monitoring and Review

This plan will be reviewed on an annual basis by the governing board, Executive Headteacher and Federation staff.

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Anti-Bullying Policy
- Behaviour, Rewards and Sanctions Policy
- Data Protection Policy
- Educational Visits Policy
- Early Years Policy
- Equality Statement
- First Aid Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy