

# Kings Furlong Junior School

## Accessibility Plan and Policy



### 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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

### 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.

### School Values and Accessibility

The school's core values of belong, believe, aspire and achieve are central to our commitment to accessibility. By making sure every pupil feels they belong, we remove social and physical barriers that may exclude disabled pupils from full participation. We believe in the potential of every child, and this belief informs the adjustments and support we provide so that all can engage meaningfully with the curriculum. Our commitment to helping pupils aspire motivates us to create an environment where disability is never a limit to ambition. Through these values, we enable all pupils to achieve their fullest potential in a fully inclusive school community.

### Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

### Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice; see <http://www.drc.org.uk> for more information.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### Activity

This section outlines the main activities which the school undertakes, and is planning to undertake (if necessary), to achieve the key objective (above).

Objective	Actions
To increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils.</li> </ul>
To maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>
To ensure the delivery of information to pupils with a disability is clear and purposeful.	<p>The environment is adapted to the needs of pupils as required.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul> <p>Where we have disabled pupils, e.g. to support a child with a physical disability, we have ensured that the year group remains on the ground floor for access purposes. Staff have undertaken specialist training to know how best to manage difficult situations should they arise. This included 'Team Teach' restraint training and specialist medical training.</p>

*All stakeholders are proactive in recognising and reporting any incidents of harassment, however minor, directly to the Head teacher.*

The Accessibility Plan should be read in conjunction with our policies, strategies and documents.

Information about our Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the governors.

### Plan Availability

The school makes its accessibility plan available in the following ways:

- A copy can be emailed or posted upon request
- The plan is also available in a high contrast and large print size format upon request

Contact the main office for further details.

Reviewed every 3 years

Last reviewed: March 2026

Next due for review: March 2029