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## Accessibility Policy

### Autumn 2025

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#### Summary

This plan outlines the strategies and actions Fieldhead Carr Primary School will take to improve accessibility for pupils with disabilities. It sets out how the school will increase access to the curriculum and improve the physical environment, in line with the Equality Act 2010.

|                      |                                   |
|----------------------|-----------------------------------|
| Author's Role        | Assistant Headteacher (Inclusion) |
| Date                 | Autumn 2025                       |
| Internal Review Date | Autumn 2026                       |
| Review date          | Every 3 years                     |

## Contents

|                                    |   |
|------------------------------------|---|
| 1. Aims .....                      | 2 |
| 2. Legislation and guidance .....  | 3 |
| 3. Action plan .....               | 4 |
| 4. Monitoring arrangements .....   | 5 |
| 5. Links with other policies ..... | 5 |

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## 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 Commitment to Equality and Inclusion

Fieldhead Carr Primary School is a welcoming and inclusive community school in northeast Leeds. We are committed to valuing every child as an individual and fostering a love of learning from an early age. With a strong focus on nurturing the whole child, we aim to support both academic and personal growth through engaging and meaningful learning experiences.

At Fieldhead Carr, we are dedicated to providing an education and ethos that positively promotes equality of opportunity and achievement for all children. The governors and staff are committed to removing any barriers that could impede learning, development, continuity, or participation. We oppose all forms of unlawful or unfair discrimination, whether based on race, colour, ethnic or national origin, gender, sexual orientation, religion or beliefs, disability, age, or any other condition or requirement that places a person at an unjustified disadvantage.

We are also committed to ensuring that our premises are suitable and accessible for all educational purposes, offering every child access to a broad and balanced curriculum. Our ongoing programme of actions, evaluation, and review is designed to improve access to learning for pupils with special educational needs and disabilities.

We strive to meet the needs of all learners through early intervention, high expectations, and strong partnerships with families and external agencies. Our inclusive approach ensures that every child has the opportunity to thrive.

As a Leeds City Council maintained school, we follow the local authority's policies and procedures relating to equality, accessibility, and special educational needs, ensuring consistency with city-wide standards and support.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff and governors of Fieldhead Carr Primary School.

## 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

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM                                                            | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                                  | OBJECTIVES                                                                                                                                                                                                                                                | ACTIONS TO BE TAKEN                                                                                                                                                                                                                                                                                                             | PERSON RESPONSIBLE                                                       | DATE TO COMPLETE ACTIONS BY      | SUCCESS CRITERIA                                                                                                                                                                               |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> <li>- Differentiated curriculum</li> <li>- SEND CPD for staff</li> <li>- Visual supports (timetables, task cards)</li> <li>- Use of assistive technology</li> <li>- Use of pupil voice</li> <li>- Targeted support &amp; interventions (e.g., nurture group)</li> <li>- Tracking of all pupils' progress</li> </ul> | <ul style="list-style-type: none"> <li>-Ensure all staff are confident in inclusive classroom practices</li> <li>-Use pupil voice and parent/carer feedback to shape provision</li> <li>- Increase access through technology and physical aids</li> </ul> | <ul style="list-style-type: none"> <li>-Deliver regular CPD on inclusive teaching, adaptive materials, and disability awareness</li> <li>- Update provision maps annually</li> <li>- Audit curriculum materials to ensure inclusivity</li> <li>- Expand use of assistive technology</li> </ul>                                  | Headteacher and Assistant Head (Inclusion)/ SENDCo<br><br>Class teachers | Ongoing<br><br>Reviewed annually | <ul style="list-style-type: none"> <li>- Staff report improved confidence</li> <li>- Pupil engagement increases</li> <li>- SEND progress matches peers from similar starting points</li> </ul> |
| Improve and maintain access to the physical environment        | <ul style="list-style-type: none"> <li>-Ramps, lifts, wide corridors</li> <li>- Accessible toilets and changing</li> <li>- Quiet rooms</li> <li>- Improved acoustics</li> <li>- Assistive equipment</li> <li>- Evacuation plans in place</li> <li>-Designated sensory break spaces for pupils with sensory needs</li> </ul>                            | <ul style="list-style-type: none"> <li>-Ensure the physical environment remains accessible to all</li> <li>- Identify and plan for future access needs of incoming pupils</li> <li>- Improve sensory and environmental adaptations</li> </ul>             | <ul style="list-style-type: none"> <li>-Conduct annual access audits</li> <li>- Seek pupil/parent feedback on facilities</li> <li>- Include accessibility in all premises planning</li> <li>- Install signage with clear fonts and widge symbols where relevant</li> <li>- Maintain and upgrade specialist equipment</li> </ul> | Site Manager<br><br>Business manager<br><br>SLT                          | Annual review<br><br>As needed   | <ul style="list-style-type: none"> <li>- Access audits complete</li> <li>- No reported access issues</li> <li>- Buildings meet varied needs</li> </ul>                                         |

#### 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Assistant Head (Inclusion)/SENDCo.

It will be approved by the governing body and headteacher.

#### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Safeguarding and Child Protection Policy
- SEND policy