

Falcons Primary School



FALCONS
PRIMARY SCHOOL

Accessibility Policy

Approved by GB Date: February 2026

Review Date: February 2028

School Vision and Ethos Statement

We encourage all members of the Falcons Community to respect one another, to know that everyone has an important part to play in making the school as good as it can be, to take responsibility and be responsible, to strive for excellence and to try one's best in everything we do.

Our vision for Falcons Primary School is to be recognised as a school that values uniqueness, where children are provided with the skills to enable them to become:

- * successful learners
- * responsible citizens
- * creative thinkers and
- * reflective individuals.

SIKH ETHOS

The school draws on the teaching of the Sikh faith and is committed to providing not only an academic education, but one that will also encompass an underlying message of unity, equality and respect. High morals, discipline, love, compassion and selfless service towards all regardless of faith, gender or colour. Falcon School will embrace a universal, inclusive approach to spirituality.

AIMS

To achieve our vision, we aim for all pupils, staff, governors and parents to:

- Work in unity to make Falcons School a welcoming, stimulating and successful school. Encourage good manners, self-discipline and the desire to be enthusiastic learners who grow into forward thinking responsible citizens who respect, value and care for themselves and others.
- Provide an ethos with clear boundaries and expectations, enabling all children to succeed and to reach their full potential confidently, in a safe and supportive environment.
- Become excellent lifelong learners who are independent and prepared for the wider world and aim high to achieve aspirational goals.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Falcons Primary School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favorably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that our school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Discrimination

'A responsible body' discriminates against a disabled person if;

- For reasons which relate to his / her disability, it treats them less favorably than it treats or would treat others to whom the reason does not or would not apply, and
- It cannot show that the treatment in question is justified.

In line with the Disability and Discrimination Act (2001) School Practice, provision is guided by the Disability and Discrimination Code of Practice for Schools.

Visions and Values

Falcons Primary School aims to uphold a positive, non-discriminatory approach to disability, as part of its commitment to equal opportunities to primary education and will focus on removing barriers in every area of the life of the school.

Admissions

Admissions to Falcons Primary School follow LA admissions procedures. We will not discriminate against any child with a disability and will take all reasonable steps to provide effective educational provision and appropriate modification to the building where necessary (see admission policy).

Curriculum and Life of the School

At Falcons Primary School we ensure that disabled pupils are not placed at a substantial disadvantage in comparison to pupils who are not disabled in accessing the curriculum, daily routines, extra-curricular activities and school facilities.

The School recognises its duty to take reasonable steps or adjustments for all disabled pupils, and the School will therefore anticipate needs. The School recognises its duty to consider the broad range of needs and requirements of all pupils, current and future, and accordingly to plan and make changes to policies, procedures and practices, to ensure that disabled pupils will not be placed at a disadvantage.

In making reasonable adjustments and in drawing up accessibility plans to improve access over time, the School will take into account the LA's accessibility strategies, the School's own resources, the health and safety of all pupils, the practicalities of making adjustments and the need to maintain standards for all pupils.

The School will take proactive steps to promote disability equality for pupils, employees and service users and has a Disability Non-Discrimination policy that is reviewed every two years. We endeavor to make the curriculum more accessible by following the good practice detailed in:

- Admissions Policy
- Equal Opportunities Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Curriculum Complaints Procedure
- School Improvement Plan

Exclusions

LA exclusion procedures are followed to ensure that no disabled child is discriminated against by exclusion whether fixed term or permanent.

Complaints Procedure

If there are any complaints relating to provision for disabled children, these will be dealt with in the first instance by the Headteacher. The Chair of Governors and/or the Akal Education Trust may be involved at this stage, if necessary. In the case of an unresolved complaint, parents may contact the Special Educational Needs and Disability Tribunal. (SENDIST)

Monitoring

The governors will monitor this policy on a regular basis to ensure no pupils are placed at a substantial disadvantage or treated less favorably. They will monitor the success of the policy and the accessibility plan by the low number of parental concerns raised.

Review

As a working document this document will be subject to continuous updating when necessary and will be reviewed every two years by the governing body

IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This list should help to identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.

SECTION 1: How does our school deliver the curriculum?

QUESTION	YES	NO
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√	
Are our classrooms optimally organized for disabled pupils?	√	
Do lessons provide opportunities for all pupils to achieve?	√	
Are lessons responsive to pupil diversity?	√	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√	
Are all pupils encouraged to take part in music, drama and physical activities?	√	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical activity?	√	
Do we provide access to computer technology appropriate for students with disabilities?	√	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√	
Are there high expectations of all pupils?	√	
Do staff seek to remove all barriers to learning and participation?	√	

SECTION 2: Is our school designed to meet the needs of all pupils?

QUESTION	YES	NO
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	√	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with special educational needs and disabilities; including alarms with both visual and auditory components? (PEEPS evacuation risk assessment must be completed for any disabled individual)	√	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	√	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	√	
Are areas to which pupils should have access well lit?	√	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	√	
Is furniture and equipment selected, adjusted and located appropriately?	√	

SECTION 3: How does our school deliver materials in other formats?

QUESTION	YES	NO
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	√	
Do we have the facilities such as ICT to produce written information in different formats?	√	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	√	

DDA Initial Assessment Framework

1. Name of School: Falcons Primary School
2. What additional facilities are available in school, for disabled individuals, under the following headings:

	Throughout	Part	None
Lift	√		
Stair lift			√
Ramps		√	
Handrails	√		
Wide Doorways		√	
Automatic Doors			√
Accessible toilets		√	
A changing bench for toileting	√		
Hoists			√
Moveable			
Fixed			

SECTION 3 – Main School Entrance and Reception

		Yes or N/A	Partial	No	Your Comments
3.1	Is there level access at the main school entrance? (NB: A small threshold step no greater than 12mm can be considered level) (‘Yes’ = level; ‘Partial’ = 1 step; ‘No’ = several steps at the entrance and no alternative ramp)	√			Entrance has a new ramp (Feb 2022).
3.2	If there is a ramp, is it suitable for wheelchair users? (NB: Max gradient 1:12, level landing at top of ramp, handrails.) (‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required)	√			
3.3	If there are steps, are they suitable for people with walking difficulties? (NB: Handrails to both sides or central, contrasting step edges, even rise to each step) (‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required)	√			

SECTION 4 – External Areas					
		Yes or N/A	Partial	No	Your Comments
4.1	Do routes between buildings provide independent access for wheelchair users? (If 'Partial' or 'No', please comment on areas for improvement)	√			
4.2	What proportion of building entrances have level access for wheelchair users? (‘Yes’ = > 75%; ‘Partial’ = 25 – 75%; ‘No’ = < 25%. Please comment on areas for improvement)	√			
4.3	Is there level access to all unique outdoor areas? (e.g. sports areas, tennis courts, playgrounds, seating areas etc.) (‘Yes’ = all; ‘Partial’ = some; ‘No’ = none)		√		

SECTION 6 – Emergency Evacuation Plan					
		Yes or N/A	Partial	No	Your Comments
6.1	What proportion of your building(s) are easy to evacuate by people in wheelchairs? (‘Yes’ = > 75%; ‘Partial’ = 25 – 75%; ‘No’ = < 25%. Please comment on areas for improvement)	√			
6.2	Does your Emergency Evacuation Plan include a strategy for evacuating disabled pupils, staff, visitors and community users? (Please note areas for improvement)	√			An individual risk assessment is undertaken for anyone with a disability
6.3	If you have upper floors, are there means to ensure the evacuation of people with mobility impairments? (‘Yes’ = adequate; ‘Partial’ = minor changes; ‘No’ = substantial adaptations – please give comments)	√			

