



## **Accessibility plan**

# **Footprints Federation – Ingrow Primary**

## **2025 - 2027**

**Approved by:** Governors Spring 2025

**Last reviewed on:** Jan 2025

**Next review due by:** Jan 2027

Tel: 01535 603868  
Headteacher: Mrs L Murphy  
Email: [admin@footprintsfed.com](mailto:admin@footprintsfed.com)

## **Purpose of the Plan**

At Ingrow Primary we aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils and visitors without discrimination of any kind.

Our Federation aims to be fully inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children, they are welcomed onto our school roll and become a valuable part of our community. At Ingrow we value the individuality of all the children in our care. We are committed to giving all of our children every opportunity to do the best that they can be.

## **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **Legal Background**

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 disabled pupils can participate in the curriculum, which include teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities and cultural activities.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **Training**

Our whole school is committed to ensuring all staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

## **Plan Availability:**

The school makes The Accessibility Plan available in the following ways:

- A copy is posted on the school website
- Paper copies are available upon request from the front office

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. 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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To train all staff in the use of specialised equipment to benefit individual pupils and staff.</p> <p>To ensure all staff are trained in the use of Widgeit online to create visual aids.</p>	<p>INSET/support provided to staff members.</p> <p>Specialised teachers to advise and support in the various needs and disabilities.</p>	<p>SENCO Teaching Staff</p>	<p>Ongoing</p>	<p>More efficient use of existing resources.</p> <p>Increased access to the Curriculum.</p> <p>Needs of all learners met.</p>
<p>Audit inclusivity of school trips.</p>	<p>Teachers consider pupils SEND needs or identified disability issues.</p>	<p>Consideration made in risk assessments for any pupils with identified disability issues.</p>	<p>SENCO to make sure staff are trained in completing risk assessments.</p>	<p>SENCO Deputy Head Teaching Staff</p>	<p>Ongoing and monitored when SLT check trip risk</p>	<p>Evidence of consideration of any particular need, ensuring full inclusive practice.</p>

				Head Teacher	assessments.	
Parental and pupil feedback	Pupils and Parent voice is collected regularly throughout the year, during SEND meetings.	Pupil and parent voices are collected and any issues raised in the activity are dealt with promptly.	Questionnaire / consultation with parents of pupils with SEND.	SENCO Teaching Staff	1 each term.	Parents of children with SEND or a disability feel their views and contributions are valued.  Parents and children feel that any matter of concern are dealt with promptly and effectively.
To develop the provision for children with Speech, Language and communication needs in EYFS.	Commissioned speech and language therapist working in school and supporting in EYFS.  Widgit online to create visual aids to help support children with SLCN.	Speech therapist to develop staff skills  SALT to work with individual pupils	SALT to support in EYFS to upskill staff through, delivering training, and delivering 1-1 therapy to identify need.	SENCO SALT	Ongoing	Development of SALT across school through training.
Maintain access to the physical environment	The environment of Ingrow Primary is adapted to the needs of pupils and visitors as required.  This includes: <ul style="list-style-type: none"> <li>● Ramps</li> <li>● Lift</li> <li>● Corridor width</li> <li>● Disabled toilets and changing facilities</li> </ul>	To ensure that learning environments are accessible to all pupils and visitors.	Audit of the physical environment.	Site manager	Ongoing	All pupils able to access areas.

	<ul style="list-style-type: none"> <li>Library shelves at wheelchair-accessible height</li> <li>Use of guide dog or assistance dog</li> </ul>		Create an animal management plan with the visitor. Ensure the Dog is trained and easily identifiable as an assistance dog.			
Improve the learning environment for pupils with visual impairments.	Teachers use resources tailored to the needs of pupils with visual impairments i.e. Larger text, individual i-pads mirroring the IWB.	The school building and playground is accessible to pupils with a visual impairment.	Advice sought from the Visual impairment team.	SENCO	Ongoing	School building and playground is accessible for pupils with a visual impairment.
Whole School Evacuation	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if needed.	Ensure new staff have training in manual handling and using the evac chairs.	Identify appropriate training.	SENDCO	Annually, and as new children join the school throughout the year	All physically disabled persons can be safely evacuated.

### **3. Monitoring arrangements**

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body and Headteacher.

### **4. Links with other policies**

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

- EVC policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- SEND policy

