Accessibility Policy – Part 1

June 2026

Policy Type:	School
Review schedule:	Every 3 years
Target audience:	Staff, pupils, parents
Summary:	This policy outlines how F&B aims to improve access to education for all pupils, including pupils with disabilities, as required by the planning duties in the Equality Act 2010. ***Part 1 should be read in conjunction with Part 2 (Accessibility Action Plan).***

Mission

To provide an exciting, ambitious and unique early education for all

Values

- **Respect**: Accepting yourself and others for who they are
- **Ambition**: A desire to achieve your best
- **Perseverance**: To keep going in spite of obstacles

We respect our pupils as individuals and along with our school community share high ambitions for them. Developing their perseverance so that in spite of future obstacles they can continue to be their best self and develop their love of learning.

Aim

This plan outlines how F&B aims to improve access to education for all pupils, including pupils with disabilities, as required by the planning duties in the Equality Act 2010.

We aim to treat all pupils fairly and with respect, achieving this through providing opportunities for all pupils without discrimination of any kind.

The 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.

This policy is reviewed every three years to take into account the changing needs of the school and pupils. The plan is also reviewed where the school has undergone a refurbishment. In addition to this the yearly action plan is evaluated and updated at the end of each academic year.

Legislation and Guidance

This document meets the requirements of scheduled 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 he or she has 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.

In line with the Special Educational Needs and Disability (SEND) Code of Practice (CoP) 'long term' I 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 under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can, for example, include

The Accessibility Audit

The Equalities Governors, alongside the Inclusion Leader and Headteacher, will undertake a regular Accessibility Audit, which highlights the following three areas:

1) How does our school deliver the curriculum to disabled children and young people?
2) Does the physical environment of our school meet the needs of all disabled children and young people?
3) How does our school deliver materials in other formats for disabled children and young people?

The Audit is taken from the Hertfordshire SEND Toolkit.

When conducting the audit, consideration is given to all disabilities and impairments, including, but not limited to:

- *Ambulatory disabilities*: this includes pupils who use a wheelchair or mobility aid.
- *Dexterity disabilities*: this includes those who 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 and dyslexia.

The findings from the audit will be used to identify actions to address specific gaps and improve access. These will be outlined in the Part 2 Action Plan. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

When considering accessibility, consideration is given to anyone who visits the site: pupils, staff or visitors. We consult with experts when new situations regarding pupils (or others) with disabilities are experienced, ensuring we provided the very best for each individual's identified need(s).



Legislation and guidance linked to this policy:
• Equality Act 2010 • Accessibility Regulations 2018 • Disability Discrimination Act 1996

School Policies linked to this policy:
• SEN / Inclusion policy • Supporting Pupils with Medical Conditions policy • Equality policy • Health and Safety policy