Federation of Kymbrook & Thurleigh Primary Schools

Working in partnership with families to unlock the potential of every individual. Together, we nurture a self-belief and a lifelong passion for learning.

Accessibility Plan

Enjoyment – Enrichment – Excellence – Equality

FGB Approval	January 2026
Review Date	January 2029

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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 disabled pupils can participate in the curriculum
- 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

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.

The Federation of Kymbrook and Thurleigh Primary Schools ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring 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.

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

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

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

AIM	CURRENT GOOD PRACTICE	HOW	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers an adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	SENDCo willaudit resources used to include diverse representation. Pupil Progress meetings with Assistant HT. Teachers to liaise with SENDCo when needed for support. SENDCo to source and undertake relevant training dependingon current needs of the children within the Federation	Book scrutiny Half termly PP meetings will highlight needs of all children. SENDCo to provide support to teaching staff through: conversations, scheduled staff meetings, organised training for teaching staff via Beds Borough Council's Educational Psychologist buy back.	Sheri Morgan Rachel Smith, George Cole Sheri Morgan	Spring term 2023 Termlyreviewof SEND register. Availability of SEND support throughout the academic year. Half-termly	All pupils receive equal opportunities to access the curriculum at their own level. People with disability are represented positivelyacross the Federation community. Effective interventions are planned and delivered according to need. Aspirational targets are set for pupils with additional needs.
	The curriculum is reviewed to make sure it meets the needs of all pupils	Curriculum review following Ofsted Action points of 2021	Allclassteachers work on the curriculum to improve.	SLT to oversee	In place by end of autumn term 2022. Monitored throughout 2022-23.	A curriculum that meets the needs of all children within the Federation.

AIM	CURRENT GOOD PRACTICE	HOW	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bays or availableparking spaces • Disabled accessto toilets and changing facilities • Library shelves at wheelchair-accessible height	Regular health and safety walks conducted termly, inform any changes needed for accessibility. Outcomes are sent to HT and Finance Committee Governors who cover H&S.	Finance governors discuss actions required.	Shannon Mortimer Kathy Augustine ChairofFinance – Phil Wayles	Termly	A safe and secure environment that ensures those with a disability have relevant access.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage if necessary • Large print resources available • Induction loops • Pictorial or symbolic representations	Office staff are availableto introduce signage and order recommended resources. Regularmeeting with hearing impaired support team.	Liaise with SENDCo when appropriate. Resources ordered or created when needed. Hearing impairment team and classteachers.	Sheri Morgan, all office staff. Sheri Morgan	When needed	Effective and inclusive communication through a range of methods dependent on need of the individual.

Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Finance Committee and the Headteacher. It will be approved by the full governing board.

Links with other policies

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

- Risk assessments
- 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