



FALCONER'S HILL
INFANT SCHOOL

Falconers Hill Infant School



Document Title:

Equality and
Accessibility Plan

Issue:

Updated 23.09.2025

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policy: Rachel Edkins

Introduction

Falconers Hill Infant School are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind, the Accessibility Plan has been drawn up to show our commitment to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Accessibility Statement

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- Improve access to the physical environment of the school adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Equality and Inclusion

<u>Targets</u>	<u>Steps to success</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors and parents, carers	Individual children will have their own access arrangement plans outlined.	In place and will continue.	SLT	All stakeholders will be supported with their individual needs to access the school environment.
Ensure the school staff & governors are aware of access	Disabled spaces will be outlined in the carpark and monitored to ensure only blue badge holders use these designated spots.	In place.		

<p>issues for individual pupils and parents/carers.</p>	<p>Weekly site walks to ensure pathways around the school are clear, for the width of the wheelchair.</p> <p>Rugs to be taped down if they catch on wheelchair.</p> <p>Regular reminders but at least annually, to parents, carers through newsletter to let us know if they have problems with access to areas of school</p>	<p>Weekly</p> <p>In place.</p> <p>November 2025</p>	<p>SLT and Site supervisor</p> <p>Site supervisor</p> <p>Head teacher</p>	<p>Reasonable adjustments will be made on an individual basis to support needs.</p>
<p>Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested. All school information available for all who request it.</p> <p>To ensure parents with a hearing loss are able to receive communication without the barrier of a phone call.</p>	<p>Review all current school publications and promote the availability in different formats when specifically requested</p>	<p>Ongoing</p>	<p>SLT</p>	<p>Delivery of school information to parents and the local community improved</p> <p>Improved communication with parents.</p>
<p>To ensure our website is accessible for those who have English as an additional language.</p>	<p>Include information when meeting new and prospective parents.</p>	<p>Ongoing</p>	<p>All staff</p>	<p>Children will have increased confidence to express their views in class.</p>
<p>To develop our support for parents/carers to access school information/strategies at home.</p>	<p>Supporting parents with learning needs, to support their children at home by videoing staff showing different strategies for a range of concepts and shared on Seesaw.</p>	<p>Spring 2026</p>	<p>All staff led by SLT</p>	<p>Parent will have the confidence to support their child's learning at home.</p>
<p>To ensure that displays in the classrooms and corridors promote diversity in terms of race, gender and ethnicity.</p>	<p>Teachers to be mindful about diversity when planning their lessons and displays.</p>	<p>December 2025</p>	<p>Subject leaders</p>	<p>Displays will show the diverse needs of the school.</p>

<p><u>Race equality duty:</u></p> <p>Racist incidents will be recorded and reported to the Trust. These incidents will be reported to Governors termly.</p>	<p>Teachers to be aware of what constitutes a racist incident.</p> <p>Teacher to report directly to the headteacher if a racist incident is reported.</p>	<p>Termly</p>	<p>Head teacher</p>	<p>Governors and Trust will be fully informed if a racist incident occurs.</p>
<p><u>Community Cohesion:</u></p> <p>To celebrate cultural events throughout the year to increase pupils understanding of different communities.</p>	<p>Teachers to be given a list of cultural events happening and dates celebrated.</p> <p>School to gain a better understanding of celebrations important to our school community through surveying parents</p>	<p>Sept 2025</p> <p>Spring 2026</p>	<p>RE leader</p> <p>Behaviour and Inclusion Lead</p>	<p>Children will have a better understanding of celebrations of different cultures.</p>
<p><u>Gender equality:</u></p> <p>To ensure school celebrate key figures throughout the year that represent the importance of both men and women.</p>	<p>To ensure in topic planning, teachers plan to reflect achievements of a range of ethnicities and genders.</p> <p>Review RSE curriculum in light of new DFE recommendations.</p>	<p>Sept 2025</p> <p>Spring 2026</p> <p>Ongoing</p>	<p>SLT</p> <p>PHSE Curriculum Lead</p>	<p>Children will have an increased awareness of achievements of all genders over time.</p>

Physical environment

<u>Targets</u>	<u>Steps to success</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>Ensure everyone has access to reception area</p>	<p>Ensure that nothing is preventing wheelchair / walking frame access.</p> <p>Provide a bell on the counter so that wheelchair users can get the attention of staff in the office.</p> <p>Ensure visitors signing in have support to use the signing in system from a member of the office team.</p>	<p>Ongoing</p>	<p>Inclusion Lead</p> <p>Site supervisor</p> <p>Office staff</p> <p>Office staff</p>	<p>Disabled parents / carers / visitors feel welcome and can access the school office facilities.</p> <p>Visitors can sit down if waiting in reception.</p> <p>Wheelchair users aren't waiting because staff sitting in the office can't see them</p>

<p>Ensure all disabled people can be safely evacuated</p>	<p>Ensure there is a personal emergency evacuation plan for children and adults who use specialist equipment.</p> <p>Ensure all staff are aware of their responsibilities in evacuation by reading personal evacuation plans.</p>	<p>Ongoing</p> <p>Reviewed regularly with parents</p>	<p>SLT</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire.</p> <p>There is constant supervision for children and adults who would need help in the event of an evacuation.</p> <p>Children and adults can be evacuated quickly and easily.</p>
<p>Ensure there are enough fire exits around school that are suitable for people with a disability</p>	<p>Ensure staff are aware of need to keep fire exits clear.</p>	<p>Write on plan all the fire exits available to use with direct access to the playground.</p>	<p>Weekly site supervisor and SLT walks.</p>	<p>All disabled personnel and pupils have safe independent exits from school.</p>
<p>Ensure that all disabled people have the required access to toilet facilities.</p>	<ul style="list-style-type: none"> a) Ensure all disabled toilets are clear for children/adults to use. b) Ensure that the hoist is working c) Ensure that we have a sling to fit any child being hoisted. d) Ensure toilets are equipped with gloves, wipes, nappies and nappy sacks. e) Ensure toilet rails are installed if necessary to support a child going to the toilet. f) Ensure access to the sink to wash hands. g) Ensure safe handling plans are in place to support individuals. 		<p>Inclusion Lead/SENDCo</p>	<p>All disabled children can have their intimate care needs met.</p>

Curriculum

<u>Targets</u>	<u>Steps to success</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on individual needs.	<p>Identify training needs at regular meetings and through the use of Judicium Online Training Platform.</p> <ol style="list-style-type: none"> 1. Behaviour training 2. SEND 3. Curriculum Design 	Ongoing	<p>Behaviour Lead</p> <p>SENDCo</p> <p>Curriculum Leads</p>	Raised confidence of support staff
Ensure resources are purchased to support the children to access learning	<p>Phoebe Giles/Rachel Edkins/Abby Clark to liaise with outside agencies such as physiotherapists and occupational therapists regarding specialist equipment needed to reduce barriers to learning.</p>	Ongoing	<p>Phoebe Giles (SENDCo)</p> <p>Inclusion team</p>	Children will be able to access the same learning as their peers.
Ensure EAL children who are new to English have specific intervention to enable them to access learning in the classroom.	<p>To ensure language baselines are completed on children new who are new to the country.</p> <p>To develop a support plan to teach basic English words and phrases to help children to settle into school and access learning. Specific interventions may be needed.</p> <p>Develop good relationships with parents to support children's learning.</p> <p>To use strategies such as pre and post tutoring to ensure children can access the lesson.</p> <p>To ensure a buddy is in place to support the child to settle into school.</p> <p>Dual language resources to be purchased to support learning for EAL children.</p>	Ongoing	All teachers	Children will be able to access learning in class.
Ensure children have access to alternative recording equipment to use in class.	<p>Where needed, children will have alternative recording methods to ensure their ideas are captured. E.g. tablets, laptops, recording devices etc</p>	Ongoing	Rebecca Brackley and Caroline Grant	Children will be able to communicate their thoughts and ideas clearly.

<p>Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access</p>	<p>Share information with all agencies involved with each child</p> <p>Ensure that staff consider access arrangements for all areas of learning, including the role-play areas.</p> <p>Ensure all interactive displays are accessible (At correct height for wheelchair users and in a place for accessibility) Including tables are not placed in front of the displays.</p>	<p>Ongoing</p>	<p>Phoebe Giles (SENDCo) to monitor</p>	<p>Children will be able to have access to the physical environment ensuring that they are supported to access all areas of learning.</p>
<p>Training for teachers on adapting the curriculum.</p>	<p>Ensure staff are confident to meet the needs of any disabled child in their class.</p>	<p>When requested</p>	<p>Phoebe Giles (SENDCo)/Rachel Edkins</p>	<p>Increase in access to the curriculum</p>
<p>All school visits and trips need to be accessible to all pupils</p>	<p>Ensure venues and means of transport are vetted for suitability. (access arrangements, toileting, hoisting etc)</p> <p>Ensure that staff consider the needs of disabled pupils when planning visits and residential.</p>	<p>Ongoing</p>	<p>Trip leaders to conduct pre-visits to the venues</p> <p>EVC lead- Russell Little</p> <p>Class teachers</p>	<p>Children can access all school trips and take part in a range of activities</p>
<p>Review PE curriculum to ensure PE is accessible to all pupils</p>	<p>Review PE curriculum to include disability sports</p>	<p>Overview of yearly plan for Children with disabilities</p> <p>(Consultation needed with physio & specialists)</p>	<p>Claudia Waldock - PE co-ordinator lead</p> <p>Discussions with SENDCO</p>	<p>All children will have access to PE sessions, where outside professionals and parents have agreed the needs are met of the individual.</p>
<p>Ensure disabled children can take part equally in lunchtime and after school activities</p>	<p>Discuss with After school Club staff, and people running other clubs after school when a request is made for a child with additional needs / disability to attend. Support would have to be available – especially after school.</p>	<p>Termly – as clubs are updated.</p>	<p>Phoebe Giles (SENDCo)</p> <p>All staff leading clubs</p>	<p>Children can participate equally in out of school activities.</p>

			Outside professionals	
To ensure that the curriculum promotes role models and heroes that pupils positively identify with, which reflects the diversity of the school.	<p>Ensure subject leaders know the ethnic profile of the school.</p> <p>Ensure assemblies and key topics are planned to reflect this and to incorporate role models and heroes from a variety of ethnic backgrounds.</p>	<p>Trust RSHE curriculum</p> <p>SCARF PHSE curriculum</p> <p>No Outsiders</p>	<p>SLT</p> <p>PHSE Curriculum Lead</p>	<p>Children recognise and recall key characters of influence past and present.</p>