



Frome Valley First School Accessibility Plan (2025-2028)



1. Introduction

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

A person is regarded as having a disability under the Act where they have 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.

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways

This is our school Accessibility Plan.

2. School context

We are a small village First School in Crossways that serves the local community and surrounding villages. The school opened in September 2006 and is a single storey building with disabled access throughout the building.

3. Vision and aims

Our aim is for everyone at Frome Valley CE First School to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen, in line with our Mission 'Together with God's love, we learn, nurture and grow, without limits.'

We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

4. Objectives

At Frome Valley CE First School, all staff and governors will be aware of the duty to support pupils with a disability, in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
 - the child
 - persons with disabilities

Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Communication Passports and Transition Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

5. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs Policy
- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Child Protection Policy
- Health & Safety Policy
- Behaviour Policy

6. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy.

7. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Frome Valley CE First School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Local Authority and Multi Academy Trust in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations. Sufficient resources will be allocated to implement this Accessibility Plan. The Accessibility Plan will be monitored annually by the Local Governing Committee. The Frome Valley CE First School complaints procedure covers the Accessibility Plan.

Approved by:	Local Governing Committee
Date:	22.10.25
Monitoring Dates	July 2026 & July 2027
Review date:	May 2026

FROME VALLEY Accessibility Plan – Sept 2025 to August 2028: Improving the Curriculum Access

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD) we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. We have a wide range of equipment and resources available for day to day use for disabled users. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Current Good Practice					
Aim	Objectives	Actions to be taken	Person responsible	Timeframe	Success criteria
<ul style="list-style-type: none"> • The school has reviewed its curriculum to ensure access for all pupils. • The school uses retrieval practice (Flashback Fives) to support • Our HLTA is trained in supporting working memory and visual perception • Our HLTA is highly skilled in implementing Speech and Language Programmes from SALT • Staff trained to support a child with a specific medical condition. • Two members of staff are Forest Schools Trained • The school has a sensory room and staff are well trained in supporting children with sensory needs. 					
<p>Increase access to the curriculum for all children regardless of disability.</p>	<p>All staff are confident in differentiating the curriculum for pupils with disabilities.</p>	<p>CPD training needs identified.</p> <p>Training for specific staff including medical</p> <p>Training on ICT equipment</p> <p>Be aware of staff training needs on curriculum access</p> <p>Create <i>individual plans</i> whenever appropriate to address the needs of pupils.</p> <p>Assign CPD for dyslexia, differentiation and recording methods</p> <p>Online learning modules if required</p>	<p>Head of School</p> <p>SENDCo</p> <p>Teachers and TA's</p> <p>Computing Leader</p>	<p>On going</p>	<p>Curriculum differentiated to include all pupils irrespective of ability</p>

	All staff are aware of disabled children's curriculum access resources.	<p>Ensure classroom support staff have specific training on disability issues</p> <p>Set up a system of individual access plans for disabled pupils when required</p> <p>Information sharing with all agencies involved with child</p>	<p>Head of School</p> <p>SENDCo</p> <p>Subject Leads</p> <p>Teachers and TA's</p>	As required	SEN resources in classrooms specific to individual needs
	Promote an awareness of disability across the school.	Teachers to carry out an audit of resources and environments regularly to ensure that lessons are planned to meet the needs of all pupils in the class.	<p>Head of School</p> <p>SENDCo</p> <p>Teachers and TA's</p>	Annual	Wider use of SEND resources in classrooms
	Pupil progress ensures all pupils reach their potential irrespective of ability.	Teachers to ensure that lessons are planned to meet the needs of all pupils in the class and progress tracked accordingly	<p>Head of School</p> <p>SENDCo</p> <p>Teachers</p>	Termly	Pupil progress shows all pupils reach their potential irrespective of ability
	The curriculum is reviewed to ensure it meets the needs of all pupils	<p>Monitor teaching and learning and progress of pupils with disabilities and continue with intervention/support strategies as necessary.</p> <p>Develop guidance for staff on making trips accessible</p> <p>Ensure each new venue is vetted for appropriateness</p> <p>Gather information on accessible PE and disability sports</p> <p>Seek disabled sports people to come into school</p>	<p>Head of School</p> <p>SENDCo</p> <p>Teachers</p>	Ongoing	

FROME VALLEY Accessibility Plan – Sept 2025 to August 2028: Improving the Physical Access

Frome Valley CE First School focuses on all aspects of learning. The curriculum includes learning in the classroom, within the school grounds and through regular school trips and residential. To support this vision, the grounds and buildings have been developed to provide an environment conducive to learning and are fully utilised to extend the knowledge of the children. The building has been developed and maintained to provide a clean, clutter free environment and in general there is good disabled provision, including ramps and toilets.

Current Good Practice					
<ul style="list-style-type: none"> • Be aware of staff, governors and parents' access needs and meet as appropriate • We consider access needs during recruitment process • The environment is adapted to the needs of pupils. This includes: Ramps, corridor width, disabled parking bays, disabled toilets and changing facilities • The school is on one level • We consider needs of disabled pupils, parents/carers or visitors when considering any redesign 					
Aim	Objectives	Actions to be taken	Person responsible	Timeframe	Success criteria
Improve and maintain access to the physical environment	To ensure that all individual disabled pupils have suitable access	To create access plans for individual disabled pupils as part of the IEP process when required	Caretaker Head of School SENDCo	As required and daily checks to ensure the escape routes are hazard free	All disabled pupils and staff working alongside are safe in the event of a fire
	To raise awareness of the individual needs of staff, governors and parents	Through questions and discussions find out the access needs of parents and carers	Head of School SENDCo	As required	Disabled pupils, parents, carers, visitors feel welcome. Pupils have full use of facilities
	Promote equality and diversity within the school	Through questions we find out the access or other individual needs of candidates	Head of School Administrative Assistant DEI Lead	As required	Applicants and those interested in working in the school feel encouraged by the support and consideration they receive

FROME VALLEY Accessibility Plan – Sept 2025 to August 2028: Improving the Delivery of Written Information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Current Good Practice					
Aim	Objectives	Actions to be taken	Person responsible	Timeframe	Success criteria
<ul style="list-style-type: none"> • Use of social stories to support individual children • Visual prompts for children to support learning and daily routines • Support for parents in accessing documents and forms e.g. ordering lunch, printing out meal vouchers 					
<p>Improve the delivery of information to pupils, parents /carers and professionals with a disability</p>	<p>To improve communication for all</p>	<p>Liaise with visual/hearing impairment organisation with regard to assisting VI/HI pupils as needed</p> <p>Review information to parents/carers to ensure it is accessible.</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p> <p>Ensure website is fully compliant with requirement for access</p> <p>All children have access and can use equipment</p> <p>All parents understand what the school information means by person with visual impairment.</p> <p>Ensure Prospectus is available via the school website.</p> <p>Ensure all staff are aware of guidance on accessible formats</p>	<p>Head of School, SENDCo Administrative Assistant Computing Lead</p>	<p>Ongoing and as required</p>	<p>All children have access and can use equipment</p> <p>All parents understand what the school information means</p>

	To ensure that all parents and carers are able to understand written information received from the school	Through questions and discussions find out the access needs of parents and carers	Head of School SENDCo	As required	Disabled pupils, parents, carers, visitors feel welcome. Pupils have full use of facilities
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