



## **Equality / Accessibility Action Plan 2025 - 2028**

Schools are required under the Equality Act 2010 to have an accessibility plan

## Aims:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils with a disability

At Fullhurst Community College we treat everyone fairly and with respect. This involves providing access and opportunities for all students and staff without discrimination of any kind. Our whole school culture of “Belonging” is especially important when considering the needs of our most vulnerable students.

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

We are 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 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.

## **Our school has:-**

- Sloped entrances to allow easy access for wheelchairs etc.
- Clear signage.
- Doors – walls, treads on stairs have contrasting colours for visual impaired students navigate around the school more easily.
- Lift giving access to all floors.
- All (except main reception doors) are automatic opening/closing.
- Nine disabled parking bays (total across both campuses)
- Automatic lighting on entry
- External sensor lighting
- All policies are assessed to ensure compliance with the Equalities Act.
- A commitment to equality of employment

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### Action plan 2025 – 2028

The purpose of the plan is to:

- Ensure the curriculum is differentiated to meet the learning needs of students with SEND and that target setting is effective and appropriate for these students.
- Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEND students, including pictorial and oral formats and also to ensure that the learning environment is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school's buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
- Ensure that arrangements for the movement of students with SEND or restricted mobility are not hampered by the physical environment
- of the schools with adjustments being made where appropriate.
- Have a clear measure in place to ensure the safe and respectful evacuation of students with SEND/restricted mobility from the school's buildings in the event
- of an emergency.
- Establish a culture of mutual trust and respect between all members of the school's community. • Build a community that respects achievement at all levels.

What we will do	How we will do it	Lead officer	When
Demonstrate how the school meets its duty to promote equality across all areas.	On-going monitoring in line with SEND Review of Accessibility policy Raise awareness of the Equality Policy Review of Equality / Accessibility Plan Assemblies for all students Meet our obligations to disabled students/staff and visitors. Ensure the school website meets standards of accessibility		Ongoing

<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Support strategies for students with disabilities circulated to staff</p> <p>Robust system for ensuring appropriate access arrangements are in place for GCSE/GCE exams</p> <p>Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. SEND monitoring and reviewing takes place on a termly basis. Targets are set effectively and are appropriate for pupils with additional needs as evidenced by SEND Monitoring and Reviewing process by Form Tutors, SEND Team, communication with parents.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>SENDCo</p>	<p>Ongoing with termly reviews</p>
<p>The extent to which disabled pupils can participate in the curriculum</p>	<p>We feel that our inclusive accessibility plan ensures that students with SEND can fully participate in the curriculum. This is crucial for promoting equality and access to education. Below is a detailed explanation of the extent to which disabled pupils can participate in the curriculum, covering key areas:</p> <p>1. Curriculum Access- Disabled pupils are supported in accessing the curriculum through a combination of differentiated teaching, specialist resources, and individual support plans. This ensures that all pupils can engage with the same high-quality curriculum, albeit adapted to their specific needs.</p> <p>Reasonable adjustments- Teachers modify lessons, tasks, and outcomes to match the abilities of disabled pupils. This includes providing alternative resources, varying question types, and offering different levels of scaffolding.</p> <p>Assistive Technology- Pupils with disabilities benefit from tools like screen readers, speech-to-text software, and communication aids to access written, auditory, and visual materials.</p> <p>Personalised Support Plans- These plans, often in the form of EHCPs or individualised education/ healthcare plans, identify specific learning outcomes and strategies tailored to the needs of disabled pupils.</p> <p>2. Physical Access to the Learning Environment- Efforts are made to ensure that the physical school environment is accessible to disabled pupils, thereby removing barriers to participation.</p>	<p>SENDCo</p>	<p>Ongoing with termly reviews</p>

<p>Accessible Classrooms- Desks, chairs, and learning spaces are arranged to accommodate wheelchairs and other mobility aids. Specialised furniture is provided where needed.</p> <p>Movement Around School: Clear signage, ramps, lifts, and handrails enable pupils with physical disabilities to navigate the school independently.</p> <p>Specialist Rooms- Access to labs, art rooms, and other specialist areas is ensured through adjustments such as height-adjustable workstations and accessible equipment.</p> <p>3. Support Services- Additional adults and external specialists are key in ensuring disabled pupils can participate fully in the curriculum.</p> <p>Pupils with high needs often have additional adult support to help them in accessing lessons, staying on task, and managing transitions between activities.</p> <p>Specialist Staff-involvement from SEND specialists, speech and language therapists, educational psychologists, and mental health practitioners ensures pupils have access to tailored interventions.</p> <p>4. Medical and Personal Care-trained staff are available to assist pupils with personal care needs, such as toileting, administering medication and physiotherapy.</p> <p>Communication and Social Interaction- Ensuring disabled pupils can fully participate in classroom discussions, social activities, and collaborative tasks is a priority.</p> <p>Inclusive Communication Strategies- For pupils with communication challenges, alternative methods like Makaton, visual aids and PECs are utilised to ensure understanding and expression.</p> <p>Peer Support Systems: Trailblazers, Prefects, reading pairs, buddy systems, peer mentoring, and social skills groups to foster inclusion and ensure that pupils feel supported in social contexts.</p> <p>Sensory-Friendly Environment- For pupils with sensory sensitivities, quiet rooms, breakout spaces, silent work areas, study hub groups and sensory areas provide a space to regulate emotions and reduce anxiety, enabling better participation.</p>		
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5. Curriculum Flexibility- Adjustments to the curriculum ensure that all pupils, regardless of disability, can succeed. Provision of additional pathways, internal alternative provision, EBSA support, the DSP and our Learning Centre.

Bespoke Learning Pathways- For pupils unable to access the full mainstream curriculum, alternative pathways and accreditation options, such as vocational courses, are offered.

Therapeutic Interventions: Some pupils benefit from integrated therapies (e.g., occupational or speech therapy) embedded within their school day.

Adaptations to PE and Extracurricular Activities-Physical education lessons and extracurricular clubs are adapted to ensure full participation, with alternative equipment or modified rules as needed.

6. Training and Awareness- Staff training ensures that all teachers, support staff, and administrators are confident and competent in meeting the needs of disabled pupils.

Disability Awareness Training- Regular sessions build understanding of specific disabilities and how to adapt teaching accordingly.

Collaborative Planning-Student Support staff work closely with families and specialists to create strategies that maximise participation.

7. Monitoring and Feedback- The Student Support Team regularly monitors the participation of disabled pupils in the curriculum to identify and address barriers.

Pupil Voice- Regular feedback from pupils with additional needs is sought to understand their experiences and make necessary adjustments.

Data Analysis: Senior Leadership regularly analyse participation and attainment data to ensure equality of access and success for disabled pupils.

Review of Policies: Accessibility plans are regularly reviewed and updated to reflect changes in pupil needs, best practices, and legal

	requirements.		
<p>The extent to which disabled pupils can take part in educational benefits, facilities or services provided.</p>	<p>1. Participation in Educational Benefits-</p> <p>Students with SEND have access to the full range of educational benefits provided by the school, ensuring they can achieve academically, socially, and personally.</p> <p>Extra-Curricular Activities: SEND pupils are encouraged and supported to participate in extracurricular activities, including clubs, music lessons, sports teams, and drama productions.</p> <p>Adjustments may include:</p> <p>Modifying physical activities (e.g., using adaptive equipment or altering rules in sports).  Providing additional adult support during after-school clubs.  Ensuring venues for activities are accessible.</p> <p>School Trips and Residentials:</p> <p>Accessibility considerations are built into the planning of trips to ensure disabled pupils can attend and fully participate.  Risk assessments account for specific needs (e.g., mobility, sensory, or medical requirements).  Additional resources, such as transport or adult support, are provided where needed.</p> <p>Special Events:</p> <p>Pupils with disabilities can participate in assemblies, performances, and school celebrations through inclusive practices like providing accessible staging, ensuring clear communication, and considering sensory needs.</p> <p>Intervention Programmes:</p> <p>Targeted intervention programs are made accessible to disabled pupils, addressing both academic and non-academic needs. This includes literacy or catch-up programmes, social skills groups, and therapy-based interventions.</p>	SENDCo	Ongoing with termly reviews

## 2. Access to Facilities

Physical and technological support is designed or adapted to enable all pupils, including those with disabilities, to access educational facilities.

### Physical Accessibility:

Classrooms, libraries, and specialist facilities (e.g., science labs, art studios) are wheelchair accessible.

Ramps, lifts, handrails, and automatic doors are installed where necessary.

Accessible toilets and hygiene facilities are provided for pupils with mobility or personal care needs.

### Technology and Equipment:

Disabled pupils have access to assistive technologies, such as:

Tablets or laptops with specialized software (e.g., speech-to-text, text magnifiers).

Adaptive tools, such as ergonomic keyboards or joysticks.

Communication devices for non-verbal pupils.

Audiobooks, large-print materials, and braille resources are available to support those with visual impairments.

## 3. Access to Services

Schools provide a range of services to ensure that disabled pupils can fully benefit from educational opportunities.

### Health and Wellbeing Support:

On-site access to mental health services, school nurses, and pastoral care ensures that disabled pupils' emotional and physical health needs are met.

Individualised health care plans are implemented for pupils with medical needs, detailing procedures for emergencies, medication administration, and routine care.

### Therapeutic Support:

Counselling services and mental health support are available to address emotional and psychological needs.

Specialist Teaching and Support:

Disabled pupils benefit from teaching staff trained in SEND and inclusion strategies.

Support staff (e.g., teaching assistants) provide support during lessons, breaks, and unstructured times.

Tailored interventions address specific learning, communication, or social challenges.

4. Social and Peer Integration

Disabled pupils are supported to fully participate in the social aspects of school life, promoting a sense of belonging and inclusion.

Inclusive Play:

Recreational areas include accessible equipment and activities, ensuring that all pupils can engage in physical and social play.

Awareness and Training:

Disability awareness programmes and a culture of belonging are embedded into the curriculum, fostering an inclusive and respectful school culture.

Staff and pupil training helps reduce stigma and create an environment where diversity is celebrated.

5. Parental and Family Support

Parents and carers of disabled pupils are engaged as partners in supporting their children's access to educational benefits, facilities, and services.

Regular Communication:

Parents are kept informed of their child's progress and participation through regular meetings, reports, and informal updates.

Communication methods are adapted to meet the needs of families, such as using interpreters, visual aids, or digital platforms.

Workshops and Resources:

	<p>Workshops for parents provide strategies for supporting learning and emotional regulation at home.</p> <p>Information about available services and resources (e.g., transport, external support groups) is shared with families.</p> <p>6. Monitoring and Evaluation</p> <p>We ensure that the participation of disabled pupils in educational benefits, facilities, and services is regularly reviewed and improved.</p> <p>Tracking Participation:</p> <p>Data on the involvement of disabled pupils in activities, services, and events is monitored to identify and address gaps.</p> <p>Feedback systems:</p> <p>Pupil voice is prioritised, ensuring that pupils with SEND have opportunities to share their experiences and suggest improvements. Parents and carers are invited to provide feedback on how well the school meets their child's needs.</p>		
<p>Offer any necessary reasonable adjustments for staff / students / and parents/carers.</p> <p>To ensure that visually impaired parents and visitors have access to adapted safeguarding information about the school.</p> <p>To enable parents and visitors with hearing difficulties to access events.</p>	<p>To ensure that provision plans exist for all students who have medical and physical conditions which potentially could impact on their learning</p> <p>Visually impaired students receive work in enlarged print. Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes: • Internal signage • Large print resources • Pictorial or symbolic representations</p> <p>Wheel chair / physically impaired staff / students &amp; visitors have access to the lift</p>	SENDCo	Ongoing with termly reviews

<p>The ways disabled students can access information that is easily accessible to students who are not disabled.</p>	<p>To ensure equality and inclusivity, it is vital that disabled students can access information as easily as their non-disabled peers. Below is a detailed explanation of how we work towards achieving this, outlining strategies, adaptations, and support systems that facilitate equal access to information:</p> <p>1. Accessible Formats for Written Information</p> <p>We ensure that written information is available in formats suitable for disabled students, such as:</p> <p>Large Print Materials:</p> <p>Students with visual impairments are provided with books, handouts, and worksheets in large print. Fonts, contrast, and layout are adjusted for readability, ensuring high contrast between text and background (e.g., black text on a white or yellow background).</p> <p>Braille Materials:</p> <p>If we have students who are blind or have significant visual impairments, essential information is transcribed into braille. Specialist ICT materials are also provided.</p> <p>Simplified Language:</p> <p>Documents and instructions are rewritten using plain English or simplified language to support students with cognitive or learning difficulties.</p> <p>Visual Aids:</p> <p>Information is supported by pictures, diagrams, and symbols for students with limited literacy or language comprehension.</p> <p>2. Digital Accessibility</p> <p>Technology plays a key role in ensuring disabled students can access information. School implements the following strategies:</p> <p>Assistive Technology:</p>	<p>SENDCo</p>	<p>Ongoing with termly reviews</p>
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Screen readers enable students with visual impairments to hear text read aloud.  
Speech-to-text software (e.g. ClaroRead) supports students with physical disabilities or dyslexia in composing written responses.  
Magnification tools and on-screen zoom features assist students with low vision.

Accessible Online Resources:

School websites, portals, and virtual learning environments comply with accessibility standards.

Online materials, such as PDFs and presentations, are created with accessibility in mind, including alt text for images, clear headings, and easy navigation.

Subtitling and Transcription:

Videos used in lessons or as part of the curriculum are subtitled for students with hearing impairments.  
Audio recordings are accompanied by text transcriptions.

### 3. In-Class Adaptations

Teachers and support staff adapt how they present information to ensure disabled students can access it effectively:

Verbal Explanations and Clarifications:

Teachers provide verbal explanations alongside written materials, ensuring that students with visual or reading difficulties can access key information.  
Instructions are repeated and simplified when necessary.

Visual and Auditory Aids:

Interactive whiteboards, projectors, and other multimedia tools are used to present information visually and aurally, catering to different learning styles.  
Text-to-speech tools are employed for students who struggle with reading.

Structured Handouts:

Worksheets and materials are presented in a structured, uncluttered format, with key points highlighted to assist students with attention or processing difficulties.

Use of Sign Language or Interpreters:

Students with hearing impairments may be supported by sign language interpreters or radios and bespoke equipment.

#### 4. Support from Staff

Key adults and support teams play a vital role in ensuring disabled students can access information effectively.

1:1 Support:

Student Support staff provide personalised explanations and assistance with understanding and processing information.

Pupils with significant needs (e.g., speech and language difficulties) have communication plans outlining the most effective methods to convey information.

Pre-Teaching and Review:

Information is shared with SEND students in advance where required, allowing time to process and clarify content with support from staff.

#### 5. Access to Timetables, Schedules, and School Information

To ensure disabled students can navigate their school day and participate fully, schools provide accessible versions of essential information:

Visual Timetables:

For students with Autism or other additional needs, timetables are presented with pictures or symbols to represent activities and lessons.

Personalised Timetables:

Students with sensory needs or anxiety may have personalised learning breaks.

Announcements:

Important announcements are made in multiple formats (e.g., written notices, verbal reminders, or emails) to ensure all students can access them.

6. Training and Awareness

Schools invest in training for staff to ensure information is accessible for all:

Training on Accessibility Tools:

Staff receive training on using assistive technologies and creating accessible materials.

Disability Awareness Training:

Teachers and support staff learn how different disabilities affect access to information and how to adapt accordingly.

Inclusive Communication Strategies:

Training focuses on using clear language, avoiding jargon, and employing strategies such as breaking down information into manageable steps.

7. Collaboration with Families and Specialists

School works closely with families and external professionals to ensure disabled students can access information effectively.

Parental Input:

Families are consulted on the best ways to communicate with their child, especially for those with complex needs.

External Specialists:

Collaboration with speech and language therapists, vision or hearing

	<p>specialists, and occupational therapists ensures that information is accessible and meets the pupil's needs.</p> <p>8. Monitoring and Continuous Improvement</p> <p>School ensures that disabled students' access to information is continually monitored and improved:</p> <p>Pupil Feedback:</p> <p>Regular feedback is sought from students to identify barriers and areas for improvement.</p> <p>Accessibility Reviews:</p> <p>School leaders periodically review policies and materials to ensure compliance with accessibility standards.</p> <p>Adjustments Based on Needs:</p> <p>Adjustments are made as students' needs change or as new technologies and strategies become available.</p>		
<p>Personal Emergency Evacuation Plan (PEEPS) are written for all staff / students with temporary or permanent disability</p>	<p>Meet with the individual / parents to discuss the plan and measures to assist where necessary</p>	<p>SENDCo</p>	<p>Ongoing with termly reviews</p>
<p>Continue to follow an equal opportunities principal for all job applications</p>	<p>Use the LA job descriptions which includes equal opportunities statement All job applications are shortlisted on merit.</p>	<p>Leadership</p>	<p>Ongoing</p>



