



Accessibility Plan

October 2025

The aim of this plan is to identify areas that require modification to ensure accessibility to all members of the schools' community.

This plan covers:-

- The physical environment both inside and outside
- The curriculum
- The provision of information

The plan identifies improvements which will need to be made in preparation for individual pupils and their parents expected to join the school in the following academic year. The plan also identifies improvements that should be incorporated into new building development or alterations to the existing building. An accessibility checklist has been used in the development of the plan with items needing adaptation listed for each section.

a) The physical environment

Infant School

The site is level, both inside and outside the building, apart from a ramped edge along one side of the playground at the Infant School, where steps are also available for use. Access into the building through the front door is via a ramp, but requires moving over the door sill at the rear and into the nursery, but there is no step. The outside of the building is accessed by paved or tarmac paths. The site is served by a large car park which is set out in clearly marked bays. Behind the school building is a wooded area with a level path and teaching area with wooden seats.

The school comprises a nursery, a large teaching room and six classes with practical and quiet areas shared between each pair of classrooms. The main, wide corridor between the classrooms is also the cloakroom area for pupils. There is one large hall which also serves as a dining area. The main entrance area leads to the offices and staff/adult facilities.

Actions taken since the last policy review;

- Yellow stripes have been added door sills
- The male only toilet has been adapted to create nappy change facilities and to make accessible for a wheelchair
- Drinking fountains have been removed

Actions to be taken as required;

- Classroom furniture may be arranged to suit needs as they arise, but building adaptations would not be necessary. (As and when required)
- Cloakroom pegs may need to be placed at a different height depending on disability. (To be done as required)

- Loop system, to aid hearing, installed in three classrooms at present. (To be done as required)

Emergency alarms and procedures are accessible due to the support staff available in the school. The wooded area would be accessible in parts, again with support. The stage would be accessible, with support. Use of Physical Education apparatus would have to be supported by an additional adult. Management strategies would need to be actioned to ensure safety/accessibility in the cloakroom for both the disabled and able pupils.

Due to the federated nature of the schools and the regular visits by children from one school to the other, planning for accessibility for pupils and parents/carers would be undertaken, as required, to enable access to both sites.

The Junior School

The site is for the most part level with a slight rise towards the Northern Boundary where the gardens are. The staff room is accessed by a flight of stairs. The other set of steps leading to the Art Studio has a ramp in close proximity. Access to the stage could be provided with staff support. Access into the building through the front door and all other doors requires no step. The outside of the building is accessed by paved or tarmac paths. The site is served by a large car park which is set out in clearly marked bays. Behind the school building is a garden area which could be accessed with staff support as it has a significant incline. The main field is flat and is accessible along tarmac paths. There is a gazebo which can be accessed with staff support as it has a small step. The playground on the Western side of the site is flat.

The school comprises of an art, cookery and music block, a hall with a stage which also serves as a dining room, a kitchen, a library, an IT suite, eight classes, and a staff room. Each classroom is served with a cloakroom and toilet with sinks. The main entrance area leads to the offices. There is sufficient room for a wheelchair to be moved around the table tennis tables to facilitate play.

Actions taken since the last policy review;

- Parking facilities for disabled are clearly marked.
Actions to be taken as required;
- All entrances and exits would need ramps despite the provision of a removable ramp at present.

- A pupil and adult toilet would need adaptation to provide access for a wheelchair. (To be done as required)
- Classroom furniture may be arranged to suit needs as they arise, but building adaptations would not be necessary. (As and when required)
- Cloakroom pegs may need to be placed at a different height depending on disability. (To be done as required)
- Loop system, to aid hearing, installed in three classrooms. (To be done as required)

Emergency alarms and procedures are accessible due to the support staff available in the school. The playing field and garden would be accessible in parts, again with support. Drinking fountains may not be accessible to a wheelchair user but this difficulty could be overcome by making water available in another way. Use of Physical Education apparatus would have to be supported by an additional adult. Management strategies would need to be actioned to ensure safety/accessibility in the cloakroom for both the disabled and able pupils.

Due to the federated nature of the schools and the regular visits by children from one school to the other, planning for accessibility for pupils and parents/carers would be undertaken, as required, to enable access to both sites.

b) The curriculum

The Infant School and Junior School

Each class has a designated teacher, with Learning Support Assistants timetabled to work with each class for some time each day. In addition, a disabled child will have their own hours of designated support, depending on their Special Needs or disability.

The teaching staff assign support staff to work with children as they deem, in their professional judgement, appropriate. Changes to the timetable are made as necessary. We endeavour to provide all children with the broadest curriculum possible, adapting the curriculum to support those with particular needs.

By anticipating the arrival in the schools of a pupil necessitating particular adjustments to the curriculum, plans would be and have been made in the past to accommodate the particular needs.

- Staff would be provided with training.
- Plans would be made to provide accessibility as the child moved through the school.
- We would have regard for the SEN framework, the Primary National Curriculum with its statement on inclusion and the support required for a pupil through their own care plan.
- Responses would be made to the needs of the individual child i.e. providing worksheets/newsletters in large print; adapting computer technology to suit the child by enlarging screens and keyboards; providing special writing desks, pencil grips or seating to

- ensure correct posture; purchasing special furniture.
- Strategies are already in place, and would continue, for pupils who may have life threatening allergies to ensure that they do not come into contact, at lunch time or during lesson activities, with the particular product they are allergic to.

c) Improving the delivery of information

At Farnham Common Village Schools we constantly strive to improve delivery of information to pupils, parents and staff. If either pupils or parents have difficulty accessing information normally provided in writing by the school such as hand-outs, newsletters, homework etc. then the school will be happy to consider alternative forms of provision in consultation with the County's Advisory Services.

If either pupils, parents or visitors have difficulty accessing the site normally, then the school will be happy to consider alternative arrangements to enable access to meetings, events and activities.

The schools liaise with LEA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format

Strategies are used with pupils with impaired hearing to ensure they are situated to receive the maximum volume of sound and can use lip reading as appropriate. Pupils are given additional time to complete work if necessary.

We will continue to ensure that everyone feels welcome. Students are encouraged to help each other, staff collaborate with each other and staff and pupils treat each other with respect. Partnerships are developed between staff and parents/carers, with governors working alongside staff so that the whole school community becomes involved in ensuring the school is accessible, establishing high expectations for all pupils with barriers to learning and participation in school removed.

Cost of implementing the plan

Items needing capital expenditure: -

- Ramps to be fitted as required
- Adaptation of toilet facilities
- Installation of a loop system in classrooms as required

Other adaptations, such as specially designed decor or particular floor coverings, could be included in the normal cycle of redecoration and maintenance.

Money for particular equipment and training needs to support the requirements of individuals could be found from the school budget in the normal planning for expenditure.

Funding for additional support staff would be included in the annual budget. Pupils with very specific needs will usually have designated funding to provide for their support.

This Accessibility Plan should be read in conjunction with safeguarding and health and safety policies, strategies and documents (e.g. Behaviour Management, Teaching and Learning Policy, Equality Objectives, etc.).

Reviewed September 2024

Next Review September 2025