

Farrowdale House

INDEPENDENT PREPARATORY SCHOOL

Proprietors:
Ms S. Hall & Miss Z. Campbell
Head Teacher:
Miss Z Campbell BA Hons PGCE



Farrow Street
Shaw
Oldham
OL2 7AD
01706 844533
farrowdale@aol.com
www.farrowdale.co.uk

Accessibility Policy

Reviewed June 2025

1. Introduction

Farrowdale House School is a small, inclusive, independent primary school committed to ensuring equal opportunity and access for all pupils. We value diversity and are dedicated to the wellbeing and progress of every child. Our ethos is grounded in the belief that all members of our school community are of equal worth.

This Accessibility Policy and Plan sets out how the school ensures compliance with its duties under the **Equality Act 2010** and the **SEND Code of Practice (2014)**. It demonstrates our commitment to removing barriers to learning and full participation in school life for pupils with disabilities and/or special educational needs (SEND).

2. Legal Framework and Statutory Duties

This policy addresses the statutory requirements under:

- **Equality Act 2010**, which requires schools to:
 - Not discriminate against, harass or victimise disabled pupils.
 - Make reasonable adjustments for disabled pupils.
 - Develop and publish an Accessibility Plan.
- **SEND Code of Practice (2014)**, which provides guidance on:
 - Early identification and support for children with SEND.
 - Involving parents and children in decision-making.
 - Coordinated support and outcomes-focused provision.

3. Definition of Disability and SEND

A person is disabled under the **Equality Act 2010** if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the **SEND Code of Practice**, a child has SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided in mainstream schools.

4. Aims and Objectives

Aims

To ensure all pupils, regardless of disability or special need, can access a broad, balanced curriculum and participate fully in school life.

Objectives

- To remove barriers to participation for pupils with disabilities or SEND.
- To ensure all students can make good progress.
- To ensure compliance with legal obligations.
- To consult pupils and parents regularly in the development of inclusive practices.
- To foster a school culture of understanding, empathy, and support.
- To provide ongoing training for staff to meet diverse learning needs.

5. Accessibility Plan

This section outlines our current position in three key areas:

5.1 Curriculum Access

The school curriculum is reviewed regularly to ensure that it is accessible to pupils of all abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

Our Special Educational Needs and Disability Policy and the Local Offer outline the provision in place to support pupils with special educational needs and disabilities (SEND). This includes:

- Differentiated planning and teaching strategies.
- Use of One Page Profiles, Support Plans and Provision Maps.

- Referral to and acting on the advice of specialist staff and external professionals (e.g. SALT, OT, HI team).
- Staff training in specific SEND-related needs and supportive teaching strategies.
- Use of digital tools and assistive technology (e.g., screen readers, voice-to-text).
- Reasonable adjustments for assessments (e.g., extra time, scribes, readers).
- Promotion of inclusive extracurricular and enrichment activities.

5.2 Physical Environment

The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by the Health and Safety Committee as part of their regular Safeguarding and Health and Safety tours of the school. This includes:

- Accessible building features, with modifications where reasonable.
- Highlighted steps and pathways.
- Support for individual pupils' physical needs in classrooms and during off-site visits.
- Termly reviews of premises for accessibility by the Health & Safety Committee.
- Ongoing risk assessments for individual needs.

5.3 Information Accessibility

School staff consider the learning needs of all pupils by providing/using accessible resources for them, including:

- Written resources adapted for readability (plain English, large print, visual aids).
- Use of assistive devices for hearing impairment.
- Use of laptops and other digital technologies. Voice activated software for use in lessons and English Language examinations.
- Use of videos and digital formats.
- Use of assistive technologies e.g. communication devices, software and apps.

5.4 Improvement

This table outlines our plans to improve accessibility in four key areas:

Accessibility Action Plan (June 2025 – June 2028)

Compliance with the Equality Act 2010				
Target	Action	Timeframe	Responsibility	Evaluation
Everyone in the setting is aware of the Equality Act 2010	Staff review	December 2025	SENCo	All staff are aware of their responsibilities under the Equality Act 2010.
Publish the SEN information report, linked to the Local Offer.	Review / write the SEN information report and make it available from the office and on the website.	December 2025	SENCo and proprietor	The school SEN information report is up-to-date and published.
Pupils are involved in the recruitment of teaching assistants and other school staff.	Collect pupil voice following support staff/teaching recruitment observations or trials.	Ongoing and ad hoc.	Proprietor, Head Teacher or other staff involved.	Pupils are involved in the recruitment of pupil-facing school staff.
Curriculum Accessibility				
Target	Action	Timeframe	Responsibility	Evaluation
Ensure all pupils can access digital learning resources.	Audit existing computing resources and update/install necessary software and devices.	Annually	Headteacher, IT Lead	All pupils are able to use up-to-date computing resources effectively.
Utilise support staff effectively.	Review support staff roles in conjunction with the graduated response to SEND and education plans.	Termly (or as needed)	Headteacher, SENCo	Pupils with SEND receive timely, needs-based support.

Staff have regular and updated training on relevant additional needs and understand how these needs can be met	Deliver timely, pupil-specific SEND training to all staff.	Termly to update key training (and as new needs arise)	SENCo, External Trainers	Improved staff confidence and effectiveness in supporting SEND pupils.
The attainment gap between pupils with SEND and those without SEND is being reduced over time.	Track SEN data	Termly	SENCo and HT.	Pupils with SEND are matching or exceeding the progress of those without SEND.
The progress made by pupils at 'SEN support' and with an EHC plan is as good as that made by pupils with SEN nationally.	Track and analyse SEN data.	Annually	SENCo and HT.	Progress made by pupils with SEN matches or exceeds that made by pupils with SEN nationally.
Ensure access to assistive resources.	Provide (where reasonable) and/or use and maintain resources recommended by professionals.	Ongoing (Monitored Termly)	Class Teachers, SENCo	Pupils with SEND have consistent access to required aids.

Physical Accessibility

Target	Action	Timeframe	Responsibility	Evaluation
Improve access to the school stage.	Install a handrail to assist safe access for all users.	July 2025	Proprietors	Handrail installed and used safely by pupils and staff.
Classroom interiors are adapted to ensure access to all areas for	Monitor – learning walk and update sensory audits.	Termly	SENCo	Classroom interiors are adapted to ensure access to all areas for

pupils with sensory needs.				pupils with sensory needs.
Furniture and equipment selected, adjusted and located appropriately	Monitor – learning walk	Termly	SENCo	Furniture and equipment selected, adjusted and located appropriately
All signs and symbols are in picture form for those with communication and learning difficulties.	Monitor – learning walk	Termly	SENCo	All signs and symbols are in picture form for those with communication and learning difficulties.
Accessibility of classrooms, toilets and changing facilities for pupils with SEND.	Monitor – learning walk and update Sensory Audits.	Termly	SENCo	Accessibility of classrooms, toilets and changing facilities for pupils with SEND.
Accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage	Monitor	Annually	Senior leaders	Accessible toilets and changing facilities are located appropriately and not used for other purposes
Highlight changes in surface level.	Paint high-visibility markings on step entry points.	July 2025	Proprietors, Site Manager	Improved visual alerts at entry points; reduced accidents.

Information Accessibility

Target	Action	Timeframe	Responsibility	Evaluation
Ensure school website is accessible.	Explore and embed video-based communication for key information.	June 2026	Headteacher, IT Support	Website features inclusive video resources.

Promote the 'SEND Information, Advice and Support Service' (SENDIASS), Independent organisations and the local offer.	Audit information available on the school website and advise proprietor.	Annually	SENCo	Appropriate SEND information is sign posted via the school website and available as a hard copy from the office.
Meet individual information needs e.g. hard copies for those without internet, available in a variety of formats.	Gather communication preferences during admissions and tailor ongoing communication.	Ongoing	Proprietors.	Information is accessible to all families.

6. Roles and Responsibilities

- **All Staff:** Responsible for identifying and addressing barriers to learning.
- **Headteacher:** Ensures implementation, monitoring, and resource allocation.
- **SENCo:** Coordinates provision for pupils with SEND and monitors effectiveness.
- **Proprietors:** Review and approve this policy and plan.
- **Parents and Pupils:** Actively involved in planning and reviewing support.

7. Review and Monitoring

This policy and its associated Accessibility Plan will be reviewed every **three years**, or earlier if needed due to changes in legislation or pupil needs. The review will incorporate feedback from staff, pupils with SEND, and their parents/carers.

8. Related Policies

- SEND Policy
- Equalities Policy
- Behaviour Policy
- Safeguarding Policy
- Teaching and Learning Policy