Accessibility Plan

FLOREAT WANDSWORTH

PRIMARY SCHOOL

DATE of ADOPTION (SSB): July 2015

DATE of LAST REVIEW: January 2026

REVIEWED BY: Headteacher / SSB / Head of Inclusion

NEXT REVIEW DATE: July 2027

Other related Policies:

FW Equality & Diversity Policy

Floreat Wandsworth is a primary school where everyone can participate and flourish. Outstanding teaching enables pupils to fulfil their potential by developing their knowledge and character virtues.

This Accessibility Plan addresses the disability-related requirements of **Schedule 10** of the **Equality Act 2010**. School governors are accountable for overseeing its implementation, reviewing its effectiveness and reporting on progress.

Under the Equality Act 2010, a person has a disability if:

a) they have a physical or mental impairment; and
b) the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Objectives of the Accessibility Plan:

Improve curriculum access

We will adapt the curriculum as needed so that all pupils can access their education and prepare for life. This includes the wider Floreat curriculum, service learning, school visits and after-school clubs. We will provide appropriate aids and equipment to support pupils' access to learning.

Improve communication and written information

We will provide school information in preferred formats so that every member of the community has an equal opportunity to participate and flourish.

Letters sent home will be clear and concise. Where parents need help reading information, including those who use English as an additional language, we will arrange support from a designated family member, a member of the local community or a school-based professional. Parents are encouraged to ask the school for help so that communication between home and school remains accessible and effective.

Improve and maintain access to the physical environment

We will adapt the school environment and resources as needed to provide equal access for all.

Improving curriculum access

Target	Strategy	Resources	Responsibility	Time-frame	Impact
Ensure teachers are confident and skilled in adapting curriculum delivery to meet pupils' needs.	Audit staff training needs and implement a continuing professional development (CPD) programme to	Staff meeting time	Headteacher	Ongoing	Teachers adapt their teaching effectively to meet the needs of pupils with disabilities. Every pupil flourishing.
Strengthen awareness and understanding of disability across the school community.	Provide training for governors, staff and parents on disability and relevant legislation.	SSB meetings. Staff meetings and INSET. Family learning meetings. Head of Inclusion to attend external training as required and to keep up with wider disability developments.	Head of Inclusion	Ongoing	All members of the school community able and committed to contributing to a fully accessible school.
Identify pupils' individual access needs.	Audit pupils' needs to identify barriers to participation.	Teaching time and staff meeting time. Meetings with parents & multi-agency professionals as needed.	Head of Inclusion	Ongoing	All school activities accessible to pupils with specific disabilities.
Plan out-of-school activities so that all pupils can participate, with support where needed.	Review out-of-school provision to ensure accessibility and compliance with legislation.	Time to complete risk assessments and plan accessibility arrangements for all out-of-school activities. Include the weekly use of outdoor spaces for play and adventure learning.	Head of Inclusion/ class teachers/ Club providers	Ongoing	Out-of-school activities conducted in inclusive & accessible settings that comply with legislative requirements.
Organise classrooms and indoor spaces to maximise participation and independence.	Ensure displays, tables, pegs, activities, drinking stations, sinks and toilets are at heights pupils can access.	Teacher preparation time. Augmentative equipment purchased.	Head of Inclusion/ class teachers	Ongoing	Pupils have appropriate equipment and are positioned to access learning and participate as independently as possible.

Improving Communication & the Delivery of Written Information

Target	Strategy	Resources	Responsibility	Time-frame	Impact
Make school communications and documents, including website information, available in alternative formats on request.	Use available services and IT software to convert written information into the formats required.	IT packages and an administration and office team skilled in using assistive software.	Office Staff Comms	Ongoing	All members of the community can access information and contribute fully to the life of the school.
Visually impaired pupils and parents have full access to school communications.	Identify suitable alternative formats and IT software, with support from the IT provider.	IT packages and an administration team skilled in using assistive software.	Office Staff Comms	Ongoing	Pupils and parents with visual disabilities able to participate fully in the life of the school.
Ensure adults working at and for the school understand the importance of accessible communication.	Arrange training on accessible communication systems.	Costs of training providers and resources. Time and cover costs for in-school staff.	Headteacher/ Office Comms	Ongoing	Pupils and parents with visual disabilities able to participate fully in the life of the school.

Improving Physical Access

Target	Strategy	Resources	Responsibility	Time-frame	Impact
Ensure all doors, both internal and external, can be opened for easy access by all members of the community.	Work with a contractor to identify how heavy doors can be made easier to open. Develop a plan for repairs or replacement.	Potential costs of assistive devices to reduce the force needed to open and close doors.	Premises Manager	Ongoing	Independent access to all areas of building and site for all pupils, parents, staff and visitors. Successful H&S Audit from GLF
Ensure full accessibility to upper play deck for pupils with physical disabilities.	Work with a contractor to identify the work required, establish costs and develop a project plan.	Premises Manager time. Cost of additional adults to support external play and learning.	Premises Manager	Ongoing	Independent access to play and outdoor learning on upper play deck for all. Successful H&S Audit from GLF
Provide accessible audio and visual alarms and clear signage to support safe evacuation for everyone	Purchase the equipment and accessible signage required.	Evacuation drills Signage and alarms meet needs of pupils on roll.	Premises Manager	Ongoing	All pupils & adults can exit building safely in event of emergency evacuation. Successful H&S Audit from GLF

Appendix A Accessible Information

Type Size
Type size is fundamental to legibility. Aim for 12–14 point text in printed materials and 24 point text in presentations. Larger text helps more people access the information.

Contrast

The better the contrast between the background and the text, the more legible the text will be. Black text on white paper generally provides the best contrast for people with visual impairments, although pastel coloured paper or coloured overlays are often recommended for people with dyslexia. On screen (e.g. webpages, PowerPoints etc) white text on a dark background is best. Different people will have their own preferences so it is important when producing something for a specific individual to ask what they find best. When writing on a whiteboard or flipchart it is best to avoid green and red pens as these are the hardest to read if someone is colour blind or has a visual impairment.

Typeface

Use clear typefaces. Avoid ornamental, decorative or highly stylised fonts.

Type style

Avoid long passages in CAPITAL LETTERS or *italics*, which can be difficult to read for people with sight difficulties or developing literacy skills.

Spacing

Double spacing may help readers with visual impairments. Keep complete sentences on the same page and avoid splitting words with hyphens at the ends of lines.

Alignment

Left-align body text so that readers can easily find the start of each line. A consistent layout is particularly important for people using magnification devices, who may see only a few letters at a time. Justified or centred body text, uneven word spacing and newspaper-style columns can be difficult to follow. Headings may be centred to distinguish them from the body text.

Forms

Provide generous space for responses on forms. This helps people who need more room to write, including partially sighted readers who use larger handwriting.

Printing

Avoid glossy paper or glossy laminates as glare makes it difficult to read.

Avoid layouts such as A4 leaflets folded into three, as the reading order can be difficult to follow.

Always number pages.

Consider using A3 where possible.

Language

Use plain, concise language. Avoid jargon and unexplained acronyms.

Key Information

Make key points easy to find using bullet points or text boxes. Put essential details first: what, where, when and why. Use numerals rather than words for numbers, for example, “3” rather than “three”.

Alternative formats

Important information may need to be transferred to an audio tape or DVD, but keep tapes short. Alternatively provide a “screen reader” software option for electronic versions.

Email formatting may not be retained, which can make information harder to read. Where appropriate, use a brief email with the main information in an attachment.

Use of visual images

Where possible use images, photos or drawings to support text.

