



Drakelow Park Flying High Academy Accessibility Plan 2025–2027

Contents

Aims	2
Legislation and guidance	3
Action plan	4
Monitoring arrangements	12
Links with other policies	12

Aims

It is a requirement under the Equality Act 2010 for schools to have an Accessibility Plan to focus on the physical environment, curriculum, and written information provided to children. The purpose of this plan is to:

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

The plan will be shared on the school website and in the Governor Annual Impact Statement and will be monitored by the Governing Body through their meetings. If you have any comments on the accessibility of the school or plan, then please address these to Stephanie Beardmore (Headteacher) or the school office office@drakelowparkfha.co.uk or on site.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Drakelow Park is a kind and caring learning community and a part of the Flying High Trust. We aim to enable each child to achieve their full potential. We all work to provide a friendly, stimulating and challenging environment which respects and celebrates individual interests, talents and differences, whilst promoting our school values and children's characteristics to ensure children are supported to develop their aspiration, kindness, effective communication, confidence, pride, curiosity, responsibility, resilience and problem-solving. The plan will be made 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. 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.

Legislation and guidance

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

Access to the curriculum:

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Provide a wider range of opportunities to support pupils with coordination difficulties and/or disabilities.
- Create effective learning environments for all pupils.
- Increase provision for pupils identified as having Autism

The table below sets out how the school will achieve these aims.

Action plan

- This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability.	- Additional adult support to meet the diverse needs of pupils with medical conditions. - Staff have received appropriate training. - Strong partnership with parents and carers to ensure children attend and achieve in school. - Strong celebration culture around diversity and difference. - Reasonable adjustments are made to ensure inclusivity wherever possible	- Children attend regularly. - Equality for all children-safe happy valued children. - Enjoyment and empowered to learn. - Specialist equipment is used to support individual pupils. - Children achieve expected outcomes. - Children participate in all areas of the curriculum (M)	- Staff CPL where appropriate. - Medical plans in place and updated. - Educational visits and school events to be planned with inclusivity in mind. - PE specialists are informed of pupil's individual access requirements.	SENDCo	Annual/as necessary	- Strong attendance - Health care plans identified and written with parents/carers and relevant health care professionals - Children have equal access to curriculum and facilities. - Children feel valued and a celebrated member of the school community. - All children can access all areas of the curriculum.

Improve and maintain access to the physical environment.	• Check all school buildings are accessible: lift and stairs to access 1st floor, accessible WC access on each floor, hygiene room on ground floor. All weather surface outdoors as well as grassed field. • Pupils/Families with disabilities have access arrangements in place for the main entrance. Outside areas are accessible for all.	• Ensure that equal access is in place on the site and across the curriculum • Potential barriers for children, staff and parents are removed where possible.	• Continue to speak to pupils, parents/carers and staff about access arrangements and what their needs are.	All staff	As necessary	• No barriers to physically hinder access to site. • Partnership with parents/carers is evident. • Staff, pupils and Parents/carers feel empowered.
Improve the delivery of written information to pupils and parents.	• Different formats of information available on request e.g. larger font. • A range of options available for information sharing- printed/electronic • Support on request to access information.	• Make parents/carers aware that information can be made available in different formats.	• On request, letters to be available in large print, on coloured paper. Office to support parents/carers with accessing information when required e.g. support with reading information/completing forms	Office Staff/SENDCo	As necessary	• All pupils and parents/carers can access information
Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.	• Children are identified and offered specific interventions to meet their needs. • Close liaison with health professionals. • Intervention possibilities identified.	• Fine / gross motor skills interventions provided. Individual fine/gross • motor skills plans are carried out when necessary	• Baselines and progress to be monitored. • Equipment is to be checked to ensure safety. • New equipment has been identified and purchased.	SENDCo	As and when required according to individual need	• Pupils receive an intervention to meet their area of need. • Impact on the progress of children within all areas of the curriculum.

Create effective learning environments for all pupils.	• Staff are aware of children who have been identified as having a learning difference or specific need. • The learning environment underpins positive relationships. • The children feel valued. • The environment is a safe place.	• Investigate pupils learning preferences. • Seek advice relating to signs and symbols • Continue to screen and investigate pupil preferences.	• Ensure consistent use of Dyslexia friendly resources throughout school. • Complete Inclusive QFT audit • Ensure that staff are aware of the problem colours for identified children and that these are limited as much as possible.	SLT SENDCo	Ongoing	• Learning differences are identified. • Progress is made.
Identify provision for pupils identified as having ASD.	• Staff are aware of children who have diagnosis of Autism • Staff have a secure understanding of their needs.	• Ensure that provision is in place to meet the needs of children with Autism. • Funding applied for where necessary. • Liaison with health professionals. • Autism strategies and Sensory audits completed. • Ensure Arbor is up to date with Autism diagnosis	• CPD training events. • Provision is identified for pupils with Autism. • Sensory audits to inform practice.	SENDCo Class Teachers	When required.	• Children with a diagnosis of Autism are part of the school and their class.

Section 3: Access to information

- Ensure that information about the needs of pupils is shared effectively throughout school.
- To make information on the schools SEN policy and local offer accessible for parents.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure that information about the needs of pupils is shared effectively throughout school.	• Formal and informal meetings with all members of staff that work with named children. • Regular email contact between class teachers, TAs and the SEND team. • Transition notes from previous class teacher regarding all pupils. • Information sent from school to school regarding pupils that transfer. • Medical details accessible to all staff via Arbor and the office.	• Develop and extend the use of pupil profiles to record and pass information about children identified as having a SEND, disability or specific medical need. • To include: pen portraits, SEMH plans, SEND Support plans and PEEPS.	• Continue to use pen portraits as a method of passing 'quick read' • Information regarding SEN, disabilities and the medical needs of pupils to all members of staff (including Midday Supervisors) • Continue to develop the use of SEND Support plans, SEMH plans and use of Routes to inclusion • To update disability list termly (in line with the SEND register) • Health Care Plans updated (or when any significant changes occur) for pupils with medical needs. • Health Care Plans shared with relevant staff and displayed in the identified place.	SENDCo Class Teachers	Termly	• All staff can meet the needs of the children and pass relevant information on.

To make information on the schools SEND policy and local offer accessible for parents/carers.	Information on the schools SEND provision available to all on request and on the school website.	- Relevant updates are made to policies and parents/carers can access these. - Ensure new parents/carers are signposted to the relevant area of the website.	- Update the SEND policy annually and provide opportunities to discuss this with parents/carers on request. - Publish the school's local offer on the school website and Derbyshire LA local offer website - Policies and SEND information are updated and posted on the school's website.	SENDCo	Annually	SEND information is accessible.
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Section 4: Access audit

- Increase site access to meet the diverse needs of pupils, staff, parents, community users and visitors.

Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	• 2 floors with stairs and lift for access	• Disabled pupils to know where safety refuge is in event of FIRE or SITE Evacuation.	Class teacher	As new pupils arrive Annual
Ramps	• Graded outdoor surfaces to allow access to all areas and access doors	• Ensure access paths are always clear. • Maintenance is carried out when necessary.	Site Manager	Constant vigilance and daily site walks
Toilets	• Accessible WCs on each floor • Age appropriate WCs in each key stage • Hygiene suite on ground floor	• To ensure disabled toilet facilities are always in working order and fully accessible.	Site Manager	Weekly
Alarms	• Fire alarms are in place and in working order	• Alarms are tested regularly in accordance with Every / FHP / statutory requirements	Site Manager	Regularly
Internal signage	• Completed in line with legislation.	• Install on receipt of building	Site Manager	Weekly
Emergency escape routes	• Completed in line with legislation.	• Check emergency lighting • Annual Fire Safety check • Finalise, print and display fire evacuation plan, routes, and process	Site Manager	Weekly Annual

Section 5: Care needs and safety issues

- To ensure safe evacuation of pupils and staff.
- Pupils' personal care needs are adhered to appropriately.
- To ensure medication is administered.
- Specific needs/ diagnosis are identified.

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
To ensure safe evacuation of pupils and staff	• Evacuation plans are in place: • Fire, Internal/ external lock downs - Site evacuations. • All staff and children are aware and familiar with procedures. • Site evacuations are discussed with children. • New staff informed.	• Train new staff team on lockdown and evacuation procedures • Conduct staff only drills prior to open – review for learning • Conduct whole school drills during Autumn 1 • Review Personal Emergency Evacuation Plans (PEEPs) annually and ensure they are copied to relevant staff • Fire and lockdown plans are practised termly.	SENDCo All staff	Annual Termly
Pupil's personal care needs are adhered to appropriately	• Personal care requirements are highlighted and reviewed regularly, and relevant staff have appropriate training to meet these needs.	• Water supply risk assessed for Legionella disease and cleaned. • Relevant staff receive training around safe changing and intimate personal care needs. • Children are highlighted as having a need. • Health care and/or Intimate Care plans are put in place • Regular liaison with parents/carers is in place.	Site Manager SENDCo	Every 3 months As new pupils arrive Termly

To ensure medication is administered.	• Medical needs of all children are highlighted, and all staff are aware.	• Medication and any relevant equipment • such as sharp bins are contained securely within a designated area.	Office staff Class teachers Teaching Assistants	As necessary
Specific needs/ diagnosis are identified.	• Children who have a medical diagnosis/ needs are identified, and plans are put in place to meet their needs	• Children are highlighted as having a need. • Health care plans are in place. • Regular liaison with parents/carers is in place.	SENDCo	Children are highlighted as having a need. Health care plans are in place. Regular liaison with parents/carers is in place.

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. During the first year of operation (2026–27) it will be reviewed at the end of Day 1, Week 1 and Autumn half term. It will be approved by the Headteacher and governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) policy
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy