



Accessibility Plan

Fordway Centre

Date Approved	January 2026
Date of Next Review	January 2031

Introduction

The school recognises its duty under the Equality Act 2010 to:

- Not treat disabled people less favourably
- To take reasonable steps to avoid putting disabled people at a substantial disadvantage
- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- To publish an Accessibility Plan

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.

Purpose of the Plan

Our key objective is to reduce and eliminate the barriers to access to the curriculum and to have full participation in the school community for students and prospective students, with a disability. This plan shows the accessibility of the school for disabled students, staff, parents/carers and visitors. The Accessibility Plan has been compiled by the Chief Financial Officer in close consultation with the CEO, SENCO and the Trust Board. The plan is valid for five years and is reviewed annually.

Plan Availability

A copy of the plan is on the school's website. A paper copy of the plan is available from the school office.

Premises

Fordway Centre is an Alternative Provision Academy for students aged 4 to 11.

Our aim is to reduce the numbers of students who are Permanently Excluded from school by offering mainstream schools an alternative to exclusion. We offer a range of interventions so students can be supported, either within their mainstream school or at the centre. We also offer places to students who have been permanently excluded

Quite simply we aim to provide pathways for all our students so that they can continue to access their education in mainstream schools.

Monitoring and review

This policy is reviewed every 5 years unless there changes to the buildings or legislation

The Fordway Centre

Based in Ashford, Surrey, which caters for students aged 4-11.

This campus comprises a two storey building, which has good accessibility to and from the classrooms, to the outside and all communal areas. There is a car park to the front of the building.

Fordway Centre - Accessibility Plan – Identifying Barriers to Access

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Are all school visits made accessible to all students irrespective of attainment or impairment?	Y			
Preparations of students into school (see admission procedure)	Y			
Grouping of students (by key stages with IE/BP's and differentiated lesson plans in place plus individual support)	Y			
Homework policy and practice	N/A			
School discipline and sanctions (see Behaviour Policy)	Y			
Exclusion procedures (see Behaviour Policy)	Y			
School Trips (these are fully accessible to all students risk assessment are in place)	Y			
The school's working arrangement with other agencies	Y			

Attitudinal	Completed	In Progress	Under Discussion	Not yet addressed
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students? (Training is needs led and represented in school development plan.)	Y			
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	Y			
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	Y			
Are the high expectations of all students met?	Y			
Do staff seek to remove all barriers to learning and participation?	Y			
Access to the curriculum.	Y			
School policies, anti-bullying, SEN policies health and safety? (Are all reviewed annually)	Y			
Interaction with peers.	Y			

Physical access	Completed	In Progress	Under discussion	Not yet addressed
Are your classrooms optimally organised for disabled students? (Resource component in scheme of work and lesson plans)	Y			

Does the size and layout of areas – including all academic, sporting, play, social facilities, playgrounds and common rooms – allow access for all students? (As stated above, the Fordway is a single storey building with adequate access for wheelchair uses)	Y			
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs toilet facilities and showers? (The Fordway is fully wheelchair accessible)	N			
Are Pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Y			
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components? (refer to health and safety policy)	Y			
Are non-visual guides used, to assist people to use buildings?	N/A			
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy? (any issues dealt with through statement of SEN)	N			
Are all areas to which student access well lit?	Y			

Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment? (low class sizes also individual need met through IEP and curriculum access statement)	Y			
Is furniture and equipment selected, adjusted and located appropriately?	Y			
Access to school facilities?	Y			
Activities to support the curriculum	Y			
School sports	Y			
How the school deal with emergency procedures (regularly document checks and practices e.g. fire drills)	Y			
Breaks and lunchtimes (Playtimes are structured and supervised at all times)	Y			
The serving of schools meals (special dietary requirement are available)	Y			

Curriculum Access	Completed	In progress	Under discussion	Not yet addressed
Do lessons provide opportunities for all students to achieve? (Differentiated Lesson plans with linked IE/BP'S)	Y			
Are lessons responsive to student diversity? (as above)	Y			

Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y			
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Are all students encouraged to take part in music, drama and physical activities?	Y			
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	Y			
Do you provide access to computer technology appropriate for students with disabilities?	Y			
Teaching and learning	Y			
Classroom and organisation	Y			
Assessment and exam arrangements.	N/A			
Timetabling	Y			
Preparation of students for the next phase of education. (reintegration into mainstream education or specialist placements)	Y			

Information Access	Completed	In progress	Under discussion	Not yet addressed
Do you provide information in simple language, symbols, large print, on audiotape or in braille for students and prospective students who may have difficulty with standard forms of printed information?	Y			

Do you ensure that information is presented to groups in a way? Which is user friendly for people with disabilities e.g. reading aloud, overhead projections and describing diagrams?	Y			
Do you have the faculties such as ICT to produce written information in different formats?	Y			
Do you ensure that the staff is familiar with technology and practices developed to assist people with disabilities?	Y			
School Announcement (Schools website, notice boards)	Y			
Access to Information. (as above)	Y			