



Fremington Community
Primary & Nursery School

ACCESSIBILITY POLICY

Policy Information

Statutory/Non-Statutory: Statutory
Approved/Reviewed by: Resources Committee
Model: School (The Key)
Version: 2019
Last reviewed/approved: June 2023
Minute Ref: Res Feb 2019/11.1
Review Due: June 2026

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Our schools values uphold this: empathy, resilience, challenge, kindness, aspiration, embracing diversity, team work and challenge.

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. For example we work with outside agencies such as occupational support to ensure our school is accessible to all.

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.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors

2. 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.

3. Action plan

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

| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|--|---|---|--|---|--|
| <p>Increase access to the curriculum for pupils with a disability</p> | <p>We ensure the curriculum is accessible to all pupils through careful differentiation and planning</p> <p>We use a variety of resources to allow children to access the curriculum and manage their learning independently</p> <p>We ensure that the images and materials we use in the curriculum include people with disabilities both visible and invisible.</p> <p>We track the progress of our children, with particular focus on children with a disability, adapting our assessment systems to support and celebrate progress</p> <p>We set targets that are appropriate and relevant for children with additional needs, especially in lessons such as PE</p> <p>We regularly review the curriculum to ensure it meets the needs of all pupils</p> | <p>To ensure teaching is accessible to all</p> <p>To have a wider range of resources accessible for pupils</p> <p>To monitor this and check coverage</p> <p>To develop 'small steps' progress for SEND pupils and adapt EYFS goals for children with physical disabilities, also in PE</p> <p>Targets set by SENCo / teacher with support from parents and outside agencies</p> | <p>Monitoring by SENCO/ block leaders</p> <p>SBM and SENCo to include a separate line in new budget</p> <p>SENCo to check as part of drop in sessions</p> <p>Meetings with key staff to determine and track these smaller progress points</p> <p>Joint agency meetings for target setting</p> | <p>C Gilbert</p> <p>E Gilroy & C Gilbert</p> <p>C Gilbert</p> <p>CA, LS, SMB, SENCo</p> <p>SENCo</p> | <p>Ongoing</p> <p>April 19</p> <p>Ongoing</p> <p>Spring/ summer 2019</p> <p>Ongoing</p> | <p>Observations show teaching is inclusive and children with disabilities make progress</p> <p>Good range of resources</p> <p>Children are accepting of difference and diversity</p> <p>SEND pupils make good progress against criterion</p> <p>Pupils able to hit targets and make progress</p> |

| | | | | | | |
|--|---|--|--|--|----------------|--|
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Accessible play equipment | <p>We would like to work with occupational therapy to improve equal access around the school.</p> <p>We would like to improve our access to disabled parking spaces outside the school</p> <p>We would like continued consultation with parents and children on what works well and what we can improve.</p> <p>We need to consider wheelchair access in the school hall, ensuring tables are a suitable height and benches don't prevent access</p> | <p>Regular meetings with OT including assessment of school</p> <p>Staff to be supportive in adapting environments as far as practicable to ensure maximum accessibility</p> <p>Create a non-enforceable parking space outside school</p> <p>Ensure a proportion of new play equipment is accessible</p> <p>Review of lunch time arrangements when required</p> | <p>SLT/ SENCO/ Class teachers/ OT team</p> | <p>Ongoing</p> | <p>Children with disabilities are able to access school easily, including coming to and leaving school.</p> <p>Children with mobility difficulties can access the whole school as other children do in their school day, including their class, the playground, dinner hall and pool</p> |
| <p>Improve the delivery of information to pupils with a disability</p> | <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources where needed</i> • <i>Induction loops where needed</i> • <i>Pictorial or symbolic representations such a communicate in print or makaton</i> | <p>We need to ensure new staff working in classes where children have additional communication needs have appropriate training to ensure good communication</p> | <p>SENCo to arrange training for any staff who require support with communication needs</p> | <p>SENCo</p> | <p>Ongoing</p> | <p>Key staff are competent and well trained to communicate effectively with children who need extra support communicating</p> |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body

5. Links with other policies

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

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

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|--|-------------------------------|--------------------|-----------------------------|
| Number of storeys | Single story throughout | None | | |
| Corridor access | Corridors wide enough to access via wheelchair or walking frame- | Ensure coats up off the floor | Class monitors | Ongoing |
| Lifts | None | | | |
| Parking bays | One | | | |
| Entrances | 3- all accessible by wheelchair- all mobile classrooms have ramps | | | |
| Ramps | 2 inside main school, 4 on outside classrooms | | | |
| Toilets | 4 disabled access toilets, one large enough for a changing bed | | | |

| | | | | |
|-------------------------|---|---|-------|---------------|
| Reception area | Desk high low enough for adult wheelchair, accessible via ramp | One ramp is narrow for a full size wheelchair- able to use side entrance. | | |
| Internal signage | Each class has a name on, classes with younger children/ children who use visual signage have symbols or pictures on resources boxes | Ensure that any children who require extra signage are catered for eg- hall, toilets etc. | SENCo | Ongoing |
| Emergency escape routes | Emergency escape routes have wheelchair access | Ensure PEEPs are completed for any children who need them. | LK | Annual review |
| Swimming pool | Flat access and open plan changing rooms/ showers, disabled access toilet | | | |
| School Hall | Flat access although exterior fire escape door have a step Tables may need height adjustment, gap left between bench for wheelchair access | Use PEEP for emergency exit from the hall- see hall evacuation plan. | KF | Ongoing |