



Learning for Life

Fawbert & Barnard's Primary School

Accessibility plan 2018 - 2021

Ratified by Governors:

November 2018

Review Date:

November 2021

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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.

At Fawbert and Barnard's we are committed to the care and success of every individual in our school community. We aim to educate and develop everyone to become active learners, thus enabling them to become effective, confident, independent members of society ready to embrace learning for life.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, 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.

This policy complies with our funding agreement and articles of association.

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 <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	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Training for specific staff including medical care.</p> <p>All resources include examples of people with disabilities</p> <p>All pupils make expected progress</p> <p>One plan meetings ensure outcomes are related to pupils' interests and targets are achievable and ensure that outcomes are met.</p>	<p>Audit of CPD needs.</p> <p>Liaise with specialist teacher team and follow recommendations.</p> <p>English subject leader to audit reading books</p> <p>All pupil groups are monitored to ensure expected progress is made by every pupil.</p> <p>Review of one plans</p>	<p>SENCO</p> <p>SENCO</p> <p>English leader</p> <p>Headteacher</p> <p>Headteacher</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Summer 2019</p> <p>Termly</p> <p>Ongoing</p>	<p>List of areas staff feel they need support and training in</p> <p>All books will represent people with disabilities</p> <p>Pupils data shows that all pupils make at least expected progress</p> <p>Completed one plans are purposeful.</p>
Improve and maintain access to	The environment is adapted to the needs of pupils as required.	Ensure there is a disabled parking bay	High-light a disabled parking bay near gates	Site manager	January 2019	Disabled parking bay will be clearly identified

<p>the physical environment</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 • Garden / plant beds • Wildlife garden and Willow Domes 	<p>Ensure as pupils move through the school their needs are a focus for deciding which classroom their class will be based in.</p> <p>Ensure rooms are adapted as needed to meet the needs of pupils</p> <p>Ensure new work to areas provides good access for all pupils</p>	<p>Plan classrooms / cohort allocation carefully each year</p> <p>Follow advice from specialist teachers</p>	<p>Headteacher/ SENCO</p> <p>SENCO</p>	<p>Summer 2019</p> <p>On going</p>	<p>for use of visitors</p> <p>Pupils will be able to access equipment in their classrooms and in communal areas</p> <p>Pupils will be able to access equipment in their classrooms and communal areas</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>All pupils will have the communication methods best suited to their needs</p> <p>Staff will be trained in how to use these methods</p> <p>Communication in print will be used for new displays and notices around the school</p>	<p>Training for TAs</p> <p>Audit all displays to ensure communication print is used</p>	<p>Specialist teacher – braille team</p> <p>SENCO Teachers</p>	<p>On going</p> <p>Summer 2019</p>	<p>Pupils will have the resources that support their learning</p> <p>Staff will be able to communicate well with pupils to support their learning</p> <p>All displays will include visual images and braille</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

Main Building

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 There are no lifts for this building; all rooms upstairs are accessed by adults only.	Children come to get keys for ipads – move tray of keys so all pupils can be given the responsibility of this job	head	January
Corridor access	Corridors are wide enough for wheelchairs	No action required		
Lifts	none	No action required		
Parking bays	Carpark has bays marked out, automatic gates for entrance	Disabled bay to be marked out Buttons to gates are high they should be lowered when replaced next time.	Site manager	Spring term
Entrances	Either ramps or a small lip Mat main entrance ramp makes wheeling difficult	Have recess cut in ramp to lower mat down Difficulty wheeling someone and holding door open (If CIF bid is accepted then review this)	Site manager	Summer term

	Current entrance to main building is not automatic			
Ramps	To main entrance	No action required		
Toilets	These are not suitable for disabled pupils or adults in wheelchairs but a disabled toilet is off the hall building	No action required		
Reception area	On ground floor and suitable for wheelchairs to enter but not turn around.	Ensure when re designed (if CIF bid is successful) that turning room is available for wheelchairs	head	Summer 2020

Signal Box

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 No lift to upstairs	Additional groups room in downstairs classroom has access for wheelchairs.		

Corridor access	No	No action required		
Lifts	No	No action required		
Entrances	2 with flat, easy access to enter	No action required		
Ramps	No Entrances do not need ramps	No action required		
Toilets	No Toilets in Hall building are used	No action required		

Hall and Kitchen

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	No action required		

Corridor access	No	No action required		
Lifts	No	No action required		
Entrances	4 Easy access to main entrance as doors will stay open Side entrance, kitchen and DT room need doors to be held open	No action required		
Ramps	No	No action required		
Toilets	Yes including disabled toilet with a shower Children's toilets also available	No action required		

Demountable classrooms

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
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Number of storeys	1	No action required		
Corridor access	No	No action required		
Lifts	No	No action required		
Entrances	All classrooms have a ramped entrance but also a stepped entrance	No action required		
Ramps	Yes Each classroom has a ramped entrance	No action required		
Toilets	Yes Toilets in each classroom are not suitable for disabled pupils in wheelchairs	No action required		