



ACCESSIBILITY POLICY for Fox Primary School

Federation	No
Statutory	Yes
Staff member	Ros Morgan
Governor	Kezia Pearce
Committee	Premises
Full Governing Body	No
Last amendment date	Autumn 2017
Renewal date	Autumn 2020
Renewal cycle	Every 3 years

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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.

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 staff, pupils and governors of the school.

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 – we have just completed a new re-build of our site which meets all current regulations and legislation.

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><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p>	To ensure that all schools trips are accessible to our children (and staff) with disabilities. Disability provision to be identified on the risk assessment visit	<ul style="list-style-type: none"> • Risk Assessments to show individual adaptations for children with disabilities. These should be agreed with the SENco before visit. • Spot checks of Risk Assessments undertaken regularly and checks made to ensure that the adaptations have taken place. • Yearly Evaluation of Impact 	<p>Emma Madden</p> <p>Michelle Foster</p>	Summer 2018	Every risk assessment shows the provision made and children will be able to access the learning opportunity.
	<p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set</i></p>	To improve pupils' knowledge about disability	<ul style="list-style-type: none"> • Consider how circle time and PSHE is effectively developing awareness about disability issues • PSHE lead/ SENCO to monitor 	<p>PSHE Lead</p> <p>Head of School</p> <p>SENco</p>	Summer 2018	Curriculum is broad and ensures all learners access to the best of their

	<p><i>effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>		<p>and revise PSHE programs and add supplement to raise disability awareness and strategies to support pupils understanding.</p> <ul style="list-style-type: none"> • Review curriculum overviews for each year group on an annual basis. 			<p>ability.</p> <p>Improved pupil knowledge of disability issues.</p>
		<p>To ensure all staff and visitors to the school are aware of any disabilities within the group they are supporting</p>	<ul style="list-style-type: none"> • Staff training allocated. • This information should be shared confidential with lunchtime and external staff to ensure pupils are not discriminated against during the lunch break because of their disability • Update meetings re. our targeted pupils. 	<p>SEnco DHT Year group leads</p>	<p>Ongoing</p>	<p>Pupil Progress notes / behaviour reporting forms and inclusion meeting notes will demonstrate good progress of disabled pupils in all aspects of school life.</p>

Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	<p>To continue to ensure that no communication barriers prevent the disabled stakeholders from fully participating in meetings to discuss any aspect of school life and the Disability Equality Duty.</p>	<p>SENCO or HT to meet with pupils, parents or staff that indicates that they have a need under the disability equality scheme to discuss adaptations that need to be made.</p> <p>Put in place an access, care plan or EHCP</p> <p>Implement the Action Plan</p> <p>Monitor the success.</p> <p>Evaluate and Review</p>	<p>Harry Williams Michelle Foster</p>	<p>Care plans to be established within three weeks of a new pupil / staff member joining the school.</p>	<p>Appropriate technology and/or staff facilitation always available to ensure disabled stakeholders maximum involvement in school life.</p>
		<p>To review procedures to take into account children who find unstructured time difficult</p>	<p>Noise level in the lunch hall</p> <p>Provision of quiet areas</p> <p>Provision of indoor play for some</p> <p>Provision of more structured play</p> <p>SENCO to liaise with LAs as to behaviour policy adaptations for individual pupils.</p> <p>SENco to arrange alternative play facilities for individual pupils; needs analysis to inform plan. E.g. an ASD child may have half of his playtime inside in a small social group.</p>	<p>.Anna Waddell, SENco. School Nurse</p>	<p>Ongoing</p>	<p>Improved access to lunchtime facilities</p>

		To ensure that pupils with a disability can participate in extracurricular activities	Monitor extra-curricular activities on offer and monitor and analyse the uptake of extra-curricular activities by pupils with a disability.	DHT and Michelle Foster	Ongoing	Disabled pupils will have access to extracurricular activities.
		To continue to ensure the building and site is fully accessible (N.B. we have just finished a re-build of site and building which meets all legislation and current good practice).	Regular audit and reports to Premises Committee with Governor/ Site managers.	Premises Link Governor	Ongoing	Site is fully accessible for all users
Improve the delivery of information to pupils with a disability	<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</i> • <i>Pictorial or symbolic representations</i> 	To ensure that children, parents and staff receive information in an accessible format.	<p><i>Newsletters to include reference to improving communication- in different formats and annually at the September parent Information Evenings.</i></p> <p><i>As new pupils, staff and parents join the school, all staff to ensure that access to all written material is in a suitable font, size and colour</i></p>	All staff	Ongoing	All stakeholders access to information in an appropriate format.
		To ensure that pupils' with a disability have their voices heard and needs met	<p>Pupils to be consulted when reviewing Statements/ EHCPs, annual reviews, care, medical and access plans.</p> <p>Develop child friendly versions of access and care plans.</p>	SENco, SLT	Ongoing	Pupils will have input to, know and understand their targets and care plans. Pupils will feel confident to

						come to school, knowing that their needs will be met.
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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 SEN governor, Kezia Pearce.

5. Links with other policies

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

- Risk assessments
- 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