School Accessibility Plan

Froxfield CofE Primary School

Introduction

This plan is drawn up in accordance with the planning duty in the Equalities Act 2010, the Children's and Families Act 2014. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined in the Equality Act 2010 as:

'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities'

In 2009 the UK ratified the **UN Convention on the rights of people with disabilities**. This means that the UK government agreed that they would work to:

'Ensure the education system at all levels is inclusive and geared towards supporting disabled people to achieve their full potential and participate equally in society'

Key Objective
To reduce and eliminate barriers to accessing the curriculum and to full participation in the school community, activities and opportunities for pupils with a disability.

Principles

- Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;

- The school recognises its duty under the Equality Act and Children and Families Act:
    - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
    - to take proactive steps to tackle disability discrimination and promote equality of opportunity for disabled pupils
    - to make reasonable adjustments to alleviate any substantial disadvantage that a pupil faces in comparison to non-disabled pupils
    - to publish and implement an Accessibility Plan.

- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

    - setting suitable learning challenges
    - responding to pupils' diverse learning needs
    - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

b) **Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

c) **Financial planning and control**

The Headteacher with Senior Leaders, together with the Resources Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Improvement Plan.

Local Authority's View on School's Accessibility

The Local Authority recognises that Froxfield School site is not suitable for wheelchair access and could not be easily modified to make it accessible. A school place would not be allocated to a child who needed this facility.

Action Plan

See attached (Appendix 2)

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEND policy
- Equal Opportunities Policy
- Curriculum policies

Appendix 1

Date of Plan: Autumn 2016.

Date of most recent Review: Autumn 2020

Member of staff responsible: Headteacher

Governors & Committees responsible: Chair of Governors, with the Vice Chair of Governors, the Senior Leaders, and the Chair of: Health, Safety & Welfare Committee, Curriculum & Learning Committee and Resources Committee

This plan was drawn up by
:

The following were consulted on the plan:

- Governors date: …….
- Teaching Staff date: …….
- Support Staff date: ……

The plan was approved by the governing body on: …….

School Access Plan - reviewed October 2020

		Objective	What	How	When	Goal Achieved
MEDIUM	**1**	**School policies make references to provision for pupils with additional needs & disabilities where relevant.**	***Subject specific policies and other relevant policies amended to ensure provision identified.**	**As policies are written or reviewed in the cycle.**	**On-going**	**On-going as policies are reviewed.**
MEDIUM	**2**	**Raise staff awareness of disabilities issues through specific training as need arises.**	***Aspergers/Autism training *SENCo/HT to plan training based on pupil need. *Epilepsy Training * Allergies training**	**INSET or Training Courses**	**2019/20 and as the need arises**	**Staff are well-trained. Further opportunities continue to be sought as appropriate for updates and new staff**
HIGH	**3**	**Ensure teaching and learning meets the needs of all learners through effective variation.**	***Planning for variation *Classroom observation *Data analysis *Continued drive for personalised provision**	**PM of teachers Training for teachers Classroom obs & planning scrutiny**	**On-going**	**On-going**
HIGH	**4**	**Ensure the curriculum is fully accessible all for pupils with an additional need or disability.**	***Long term plans consider individual needs *All necessary resources available *Individual provision/support identified**	**Through half-termly planning meeting.**		**On-going**
MEDIUM	**5**	**Ensure ICT resources available to support curriculum access where necessary.**	***Purchase necessary resources as required**	**As required. Linking to school budget.**		**On-going**
HIGH	**6**	**Ensure that all school trips and residential are accessible to all children.**	***Address the needs of all individuals when planning trips. *Identify accessibility arrangement on risk assessments where necessary**	**As trips are booked. Through following risk assessment procedures**		**On-going**
HIGH	**7**	**Improve availability of written material in**	***School aware of local and County services for converting**	**SEN Governor to research.**		**School able to deliver information to all pupils**

		alternative forms or languages	**written information into alternative formats** ***Statement on website regarding large print/different languages as requested**			**and parents**
HIGH	**8**	**A yearly Accessibility Audit to be undertaken by Governors**	***Identify strengths & opportunities for improving accessibility** ***Provide a report to HT**	**Through H&S Committee**	**Summer Term**	**Need to do for 2019/20 due to Covid-19**
LOW	**9**	**Explore the possibility of Visual Alarm Beacons if required**	**Fit if required.**			
MEDIUM Added October 2020	**10**	**Maintenance of entrance, steps & thresholds to all buildings**	**Highlight step edges (on-going)**	**Through S&W Committee**	**By April 2021**	
MEDIUM Added October 2020	**11**	**Review accessibility issues in relation to new arrangements linked to Covid-19.**	**School walkabout by teachers to identify concerns.** **Plan actions to address these.**	**Report to FGB – under Covid monitoring arrangements.**	**December 2020**	