Accessibility plan
Fossdene Primary School

Approved by:	Sarah Jowett	**Date:** 9/1/2022
Last reviewed on:	September 2019	
Next review due by:	September 2024	

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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.

With pupils at the heart of all we do we set a vision to move and lead the school forward. We encourage professional growth by bringing together expertise and nurturing others so that high standards are evident. In doing so we will build a harmonious community within the school and beyond.

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, the complaints procedure sets out the process for raising these concerns.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

The information set out in the column of ‘current good practice’ are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school’s context.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

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Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • CPD in place for staff- adaptive teaching.	ST: Shared TAs to be used across year groups to deliver needs led interventions. ST: Employing class teams to support EHCP pupils and not just 1:1 to offer a broad curriculum and to encourage independence MT: PLPs written with families and class teachers. LT: Specialist SEMH provision provided out of class for pupils who are unable to access learning in class, in order for them to reintegrate called NURTURE GROUP ST: Create workstations, sensory breaks, etc. New staff to complete training and students to have overview as part of induction. • Horse riding to continue.•	Started Sep 21 Started Sep 21 In progress – happen at ARs Started Sep 21. In place from Sep 21. Ongoing.	SENCO + SLT	July 2022	New intervention spaces to be timetabled across year groups needs led and overseen by phase leaders PLPs to be completed and reviewed for all pre-EHCP and EHCP pupils Specialist SEMH provision provided and successful to reintegrate back to class. Specialist timetables created to meet needs TEACHH to develop independence Behaviour policy in place All staff to have completed initial LEAFE training.

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Improve and maintain access to the physical environment	The building is an old Victorian building with four stairwells and many stairs. • Ramps to lower level at front of building • Corridor width – corridors cannot be widened but they have been cleared of clutter • Disabled toilets and changing facilities are on ground floor • Advice sought from OT for children with physical impairments- adaptive seating where needed.	LT: Consideration of: •Elevators •Disabled parking bays Library shelves at wheelchair-accessible height	Redevelopment of old kitchen for offices- include accessible private meeting room. Consideration of wheelchair access into new offices.	Premises Manager	September 2022	New offices wheelchair accessible with accessible private room.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	Consideration of the future need for depending on individual children: •Braille •Induction loops • PECS • Makaton	Provision of small class for KS1 children with EHCP with ASD/social communication difficulties.	SENCO Head of School	September 2022	Provision in place for small cohort of children. Staff trained in PECS/Makaton

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