



Accessibility Plan

Written / reviewed by	R Swaby
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Date of next review	April 2022
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Chair of Governors	<i>J Goodwin</i>

Mission Statement

'A Family Committed to Making a Difference'

Rationale

The Accessibility Plan and Disability Equality Scheme (DES) Policy are drawn up in compliance with current legislation and requirements, relative to the Equality Act 2010. Both documents should be read in conjunction with one another.

The Disability Discrimination Act (DDA) defines a person with a disability as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'

Physical or mental impairments includes sensory impairment, learning disability, dyslexia, dyspraxia, autism, speech and language impairments, attention deficit and hyperactivity disorder, diabetes, epilepsy and cancer, where the effect of the pupil's ability to carry out normal day to day activities is adverse, substantial and long term.

Substantial means more than minor or trivial. Long term means has lasted or is likely to last more than twelve months. Normal day to day activity is determined by the affect of the impairment on mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move everyday objects, speech, hearing, or eyesight, memory or ability to concentrate, learn or understand, and the perception of risk of physical danger.

The Governing Board has had three key duties towards disabled pupils:

- Not to treat disabled pupils **less favourably** for a reason related to their disability.
- To make **reasonable adjustments** for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to **increase access** to education for disabled pupils.

This duty requires schools to produce an Accessibility Plan that identifies the action school intends to take over a three-year period to increase access for those with a disability in three key areas, which is published and evaluated annually.

The three areas are:

- Increasing the extent to which disabled pupils are able to participate in the school **curriculum**.
- Improving the **environment** of the school to increase the extent to which disabled pupils are able to take advantage of education and associated services.
- Improving the delivery to disabled pupils **of information which is provided in writing** for pupils who are not disabled.

At Friezland, we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, social, sensory, spiritual, emotional or cultural needs.

The Accessibility Plan is structured to complement and support the school's Equality Policy and will similarly be published on the school website. We understand that the Local Authority will monitor the

school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Friezland Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent / carer's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Friezland Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Positive Behaviour & Anti-bullying Policy
- Curriculum Subject Policies
- PEEP – Personal Emergency Evacuation Plan
- Health & Safety Policy
- School Development Plan (SDP)
- Special Educational Needs Policy
- Teaching and Learning Policy

- Disability Equality Scheme (DES)
- Equalities Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing board. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by relevant governor committees.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

All policies and documents referred to can be requested from the school office or can be found at <https://friezlandschool.co.uk/>

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is the current action plan showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- Headteacher
- SLT
- Resource & Environment Governing Board Committee
- SENCO & relevant support staff
- Caretaker
- Pupil Voice via review meetings



Friezland Primary School Accessibility Plan 2020-2023



The Governor responsible for Health & Safety carries out termly 'walk rounds' through the school grounds with the Headteacher and Caretaker, and these audits inform key priorities/ actions.

<u>DES objective</u>	<u>Actions</u>	<u>Key personnel / timescale</u>	<u>Essential / Desirable</u>
Increase the extent to which disabled pupils are able to participate in the school curriculum .	<ul style="list-style-type: none"> -Ensure staff have access to ongoing / relevant SEND CPD on a timely cycle -CTs to implement PIVATS for those children who are working 12months+ below ARE -Ensure Pupil Care Plans are current and reviewed at least annually. -Two staff members (min) to complete MH First AID CPD -Ensure Equalities Policy is reflected in revised curriculum coverage and policies 2019-2021. -Ensure SEND Information Report is monitored and reviewed annually. 	SENCO ongoing CTs ongoing SENCO to review format sum 21 CTs to review plans termly and report any changes to SENCO LSA 2020 SLT 2021 SLT/Subject Leads ongoing during 19-21 review SENCO ongoing	E E E E E E
Improve the environment of the school to increase the extent to which disabled pupils are able to take advantage of education and associated services.	<ul style="list-style-type: none"> -Repair uneven flooring in classroom 4 and replace carpet. -Repair uneven flooring in classroom 3 and replace carpet. -Repair uneven flooring in classroom 2 and replace carpet. -Repair uneven flooring in classroom 1 and replace carpet. -Improve /repair path access along field. -Improve DES signage around school. -Replace worn tarmac at rear of school 'Forest Area'. -Replace classroom furniture to support better spacing / movement in classrooms, ensuring table heights /seating support DES. 	HT spring term 20 HT spring term 21 HT autumn term 21 HT spring term 22 HT / Caretaker autumn 21 HT HT HT C 3 & 4 2022 C 1 & 2 2023	E E E D D D D D
Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.	<ul style="list-style-type: none"> -Carry out website audit annually ensuring DES compliance. -Ensure ALL staff are aware on requirement to provide alternative formats / delivery as required. -Use annual pupil surveys to gather 'Pupil Voice' to inform any next steps. -Ensure families have the opportunity to request information preferences on pupil entry to Friezland. 	HT / LSA Support Summer terms HT / SENCO SLT Summer terms Administrator ongoing	E E E E

