

FIRTHMOOR PRIMARY SCHOOL



Accessibility Policy and Plan

Policy Version Control	
Board approved	July 2023
Policy reviewed by	Trust Board
Description of changes	Plan updates
Last review date	July 2023
Review date	July 2026

This policy should be considered alongside other related policies and documents within the school. Other related policies are:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report
- Supporting pupils with medical conditions policy
- Behaviour Management Policy
- Curriculum Policy

The purpose of the plan is to show how Firthmoor Primary School intends, over time, to increase the accessibility of our school for all children with Special Educational Needs and Disabilities (SEND) having access to inclusive learning. We aim to:

- Increase the extent to which disabled pupils can participate in the curriculum
- provide reasonable adjustments in the form of teaching strategies, alternative assessments and support assistance for pupils with disabilities in all aspects of academic programmes
- improve the availability of accessible information for all
- provide 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.

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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. 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 and continually look at ways to improve accessibility through data collection, questionnaires, pupil and parental discussions.

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.

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.

Increasing the extent to which disabled pupils can participate in the school curriculum.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the school SENDCo, manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education. Firthmoor Primary School includes the following positive aspects, designed with the needs of disabled pupils in mind:

- A single storey building without any steps, improving access for pupils with mobility difficulties;
- An almost fully carpeted environment, reducing noise pollution for pupils with hearing impairment;
- 1 child and 1 Adult disabled toilet, designed for those with disabilities and positioned at suitable points within the building to enable easy access;
- A fully networked environment, with broadband internet access in all classes.
- All classrooms have interactive whiteboards facilitating a wide range of learning styles
- An ICT suite which is open and accessible to all pupils;
- Chromebooks, laptops and iPads are available in each classroom to enable a more flexible learning environment
- A large multi-use hall with wide double doors on entry, enabling access. The hall also has a floor area of sufficient size to ensure that any disabled pupil accessing PE in their wheelchairs will be able to safely join in the planned class activities;
- A flat and open school yard promoting the use of the outdoor environment by pupils with mobility difficulties
- Outside gazebo, diffusing sunlight and offering protection from both rain and sun for those with sensitive skins;
- Classroom lighting which meets legal requirements for the appropriate lumens levels and the maximisation of natural light levels in all classrooms;
- Wide corridors and doors permitting easy movement around the building for those with mobility difficulties;
- A clear and unified alarm system, providing clear auditory signals for the hearing impaired;

In summary, we consider that the physical environment provided by our school offers an appropriate setting for the integration of a wide range of disabled pupils.

Improving the delivery of information to disabled persons

School uses a range of communication methods and offers alternative formats for converting written information.

Monitoring arrangements

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary. The plan is valid for three years, but is reviewed on an annual basis by the headteacher.

Action plan 2023 - 2026

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim/Outcome	Current Good Practice	Objectives and Actions to be taken	Person responsible	Time Frame	Monitored by
Improve and maintain access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Ensure the curriculum is differentiated, personalised and meets the needs of all pupils Review individual disabilities within classes and make reasonable adjustments of the curriculum to ensure learners with disabilities are able to participate Curriculum progress is tracked for all pupils including those with a disability Targets are set effectively and appropriate for pupils with additional needs Resources are tailored to the needs of the pupil who require additional support Consider the needs of all pupils when planning educational visits and extra-curricular activities Access to Speech and language technician in school 	<ul style="list-style-type: none"> Increase the sensory resources to meet the needs of the pupils <u>Action:</u> Audit of current resources and equipment for pupils with additional needs. Order equipment where needed To increase the inclusiveness of resources <u>Action:</u> Audit of resources for diversity with a focus on disability Improve staff awareness on disability issues <u>Action:</u> updates to be included within the training refresher programme and induction process. SENCO to provide training to staff where needed 	<p>SENCO / Headteacher</p> <p>Teachers / SLT / SENCO</p> <p>SBM/SLT</p>	<p>As required / annual review</p> <p>As required</p> <p>Annual review</p>	The SENDCO will be responsible for monitoring the plan. The SEN governor and headteacher will be involved in the review of provision for pupils with disabilities

Improve and maintain access to the physical environment	<ul style="list-style-type: none"> School is single story with accessible doors and wide corridors Disabled toilets are available both in EYFS and main building Disabled parking bay is clearly marked, signposted and close to the school office Library shelves are at accessible heights. Resources within the classroom are at accessible height Evacuation plans are in place for pupils with additional needs Regular maintenance and checks in place to ensure all repairs are completed in a timely manner 	<ul style="list-style-type: none"> To improve further access to playground equipment for pupils with disabilities <p><u>Action:</u> Audit of current playground equipment and arrange and order further equipment where necessary, such as additional sensory play equipment</p>	SENCO / Headteacher /School Business Manager	As required	The SENDCO will be responsible for monitoring the plan. The SEN governor and headteacher will be involved in the review of provision for pupils with disabilities
Improve the availability of accessible information to our disabled pupils	<ul style="list-style-type: none"> School uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> - internal signage - large print resources - pictorial and symbolic representations (InPrint, PECS) Upon request, provide written materials in alternative formats (Braille, Large font, visual and audio aids) 	<ul style="list-style-type: none"> To consider the needs of pupils when displaying information around school <p><u>Action:</u> Audit of current signage, both internal and external, for diversity with a focus on disability</p> <ul style="list-style-type: none"> Review accessibility of information on the school website and the provision of information in alternative languages and styles for parents/carers 	SENCO / Headteacher /School Business Manager	<p>July 23</p> <p>July 23</p>	The SENDCO will be responsible for monitoring the plan. The SEN governor and headteacher will be involved in the review of provision for pupils with disabilities

	<ul style="list-style-type: none">• Uses specific textbooks and resources to meet the needs of pupils with disabilities• Website font can be easily changed in size and information can be translated using google translate	<p><u>Action:</u> Review information and SEND page on the website to ensure clear signposting and details of SEND support</p>			
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