

Accessibility Plan

Fairstead Community Primary and Nursery School



Approved by:	Fairstead Governing Body	Date: 5 th Dec 2019
Last reviewed on:	5 th December 2019	
Next review due by:	See Review checklist	

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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.

At Fairstead Community Primary and Nursery School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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 pupils, parents, staff 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 premise

3. Action plan

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

Improving access to the curriculum

Objective	Action	Resources/ Who's responsible	Timescale
To ensure that all children can participate in the school curriculum.	Liaise with pre-school providers to prepare for any additional needs or adjustment required for the intake of children into EYFS. Ongoing identification of children who may need additional support, reasonable adjustments or specialist resources.	EYFS release time EYFS lead and teachers to arrange meetings As required	June 2020 Ongoing
To ensure all staff are confident at making reasonable adjustment to ensure all children in their class fully access all learning experiences.	Up-date staff training regularly on; Asthma ADHD Epilepsy Diabetes Autism Arrange training as soon as possible prior to any child joining the school with a specific medical condition.	Trainers for specialist areas or delivered in house by SENCo.	Sept 2019 As required
To ensure all specialist equipment is fit for purpose e.g. writing slopes, pencil grips, assistive technology, fiddle cushions etc.	Audit specialist equipment. Replace and up -grade as appropriate.	SENCO/ HT	As required
Ensure the medical needs of all pupils are fully met within the capability of the school.	Medical records to be updated and health care plans written. Staff training where appropriate.	SENCO, Class teacher and teaching assistants	Annually

Improving access to the building

Objective	Action	Resources/ Who's responsible	Timescale
Maintain safe access around the school	Paths kept clear of overgrowing plants (front of and around school) Maintain step edgings/outdoor ramps/footpaths, hand rails in disabled toilets, ramps/signs etc to a good standard to secure ongoing suitable access	Grounds Team - maintenance of paths/ walk ways. Site Manager	March 2020 Ongoing as part of scheduled maintenance.
Maintain safe access around the interior of the school.	Consideration to be given to any changes to classroom furniture layout. Ensuring a wheelchair friendly route is maintained.	A checklist – including clearance distances required	Ongoing

Improving access to written communication

Objective	Action	Resources/ Who's responsible	Timescale
To ensure documentation is accessible for all parents/Carers and pupils	Regular review of all documentation; Hard copies School website.	Checklist of good practice – font type and size, colour of background etc.	Half Termly checks
To ensure that parents/carers who are unable to attend school, because of a disability, can access parent/carers evenings	Staff to hold parents'/carers evenings by phone or send home written information	Class teacher	Twice a year October 2019 and March 2020

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 Governors.

5. Links with other policies

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

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Special Educational Needs Policy