



# **Accessibility Plan**

## 1. Requirements

### 1.1 Change Record

Issue	Date	Author	Description
0.1	August 2017	P Atkin	New plan following audit
1.0	November 2017	P Atkin	Ratified by Finance and Premises Commtee

Note: All issues except those of the form 'X.0' are draft.

### 1.2 Equality Statement

In developing and reviewing this document we have carefully considered its impact on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

### 1.3 Approval and Review

This document was approved by Finance and Premises Committee on 13/11/2017. It is due for initial review in the Summer Term 2018 and full review in the Summer Term 2020.

## 2. Rationale

### 2.1 Purpose of the Plan

The purpose of this plan is to show how Fowlmere Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Fowlmere 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.

### 2.2 Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### 2.3 Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can 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.

### **3. Implementation**

The Accessibility Plan informs policy and plans across the school. In particular, we will consider our accessibility plan when evaluating or reviewing the following plan and policies:

- Curriculum Policy
- Equality Objectives
- Staff Development Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Development Plan
- Asset Management Plan
- School Brochure

#### **3.1 Training**

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.

#### **3.2 Plan Availability**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

#### **3.3 Review and Evaluation**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Fowlmere Primary School will address the priorities identified in the plan. The plan is valid for three years 2017-20. It is reviewed annually by Finance and Premises Committee in the Summer Term.

#### **3.4 Complaints**

Complaints under this policy should follow the school's General Complaints Procedure which is available on the school website.

## Aims and Objectives

Aim	Current Good Practice	Objectives	Priority	Action to be taken	Person Responsible	Date to complete by	Success criteria
Increase access to the curriculum for pupils with a disability	Fowlmere Primary School has a differentiated curriculum for children of all abilities. It uses a range of resources to make the curriculum available to all children.	Improve the use of ICT equipment to support pupils with physical writing difficulties and specific learning difficulties.	High	Staff training in use of ICT to support pupils	Computing Subject Lead	July 2018	Lesson observations show greater use of ICT to support learning for specific pupils  Improved outcomes for writing for specific pupils
		Improve access to curriculum content for pupils with specific learning difficulties	High	Staff training in differentiation and access through Achievement for All programme	AfA Lead	Ongoing within the programme until January 2019	Improved outcomes in pupil attitudes survey about access to the curriculum  Evaluation of AfA programme shows improvements in this area
		Improve access to written tasks for pupils with a physical or learning disability	High	Provide learning objectives and success criteria on stickers for all pupils	Class teachers	September 2017	All children are able to start work immediately in lessons.

Aim	Current Good Practice	Objectives	Priority	Action to be taken	Person Responsible	Date to complete by	Success criteria
	The school has a range of after-school enrichment activities which are accessible to most children. Children at Thriplow ASC cannot usually attend.	Implement procedures within the new After-School Club to facilitate access to after-school enrichment activities	High	Set up ASC policy to support access to clubs	Headteacher / ASC Manager	September 2017	All children have access to after-school enrichment activities
Improve and maintain access to the physical environment	The school has level access, wide corridors and accessible facilities.	Improve visibility and safety around areas of change of level.	High	Improve yellow edge marking to steps in Class 2 outdoor area	Caretaker	October 2017	Steps clearly marked
				Improve visibility of ramped areas in main corridor	Headteacher / Caretaker	February 2018	Ramped areas clearly marked
		Improve access to the building for visitors with visual impairment	Medium	Review and improve outdoor lighting as required	Headteacher / Caretaker	December 2017	Lighting has been reviewed and remedial steps taken as required
				Review and improve internal lighting	Headteacher / Caretaker	July 2019	Lighting in areas of poor lighting has been improved
		Improve access to the building for visitors in a wheelchair	Medium	Provide a doorbell outside the entrance lobby	Caretaker / Secretary	July 2018	Bell has been provided

Aim	Current Good Practice	Objectives	Priority	Action to be taken	Person Responsible	Date to complete by	Success criteria
Improve and maintain access to the physical environment	The school has level access, wide corridors and accessible facilities.	Improve access to the building for users with reduced dexterity	Medium	Replace older doorknob fittings for door handles.	Caretaker	July 2019	Doorknobs replaced.
		Improve access to information for visitors with hearing impairment	Low	Fit hearing loop to reception area	Headteacher	July 2020	Hearing loop in place.
	The school has a designated parking bay for disabled users.	Improve the visibility and signage of disabled parking at the school.	Medium	Prepare new signage for disabled parking space and indicate its location on school website	Headteacher / Caretaker	July 2018	New signage is in place and information about parking space is available on the school website.
				Investigate yellow marking of disabled bay	Headteacher / Caretaker	July 2019	Parking bay is clearly marked out.
	The school has a well-planned evacuation procedure which is regularly tested.	Ensure that there is sufficient time to evacuate the building for all users from all spaces.	Medium	Fit 30 minute fire door to Class 4 to provide time to escape if the doorway is blocked	Caretaker	January 2018	New door fitted.

<b>Aim</b>	<b>Current Good Practice</b>	<b>Objectives</b>	<b>Priority</b>	<b>Action to be taken</b>	<b>Person Responsible</b>	<b>Date to complete by</b>	<b>Success criteria</b>
Improve the delivery of written information to pupils	Staff utilise a range of differentiation and access arrangements for information in lessons.	Improve the access to written information in lessons on the IWB.	High	Staff training to raise awareness of difficulties for some pupils reading from a class IWB.	Inclusion Lead	July 2018	All classes have alternative systems for pupils who find reading from the board difficult.