



Policy Accessibility Policy and Plan

This policy has been written with regard to the guidance 'Working together to safeguard children', 'Keeping children safe in education' and the 'Special Education Needs Code of Practice', which places Special Education Needs and Disabilities together and abbreviated to SEND. A copy can be seen in the Headteacher's Office.

The overall objective of the school's Equality Policy, in line with the Equality Act 2010, is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Title	Accessibility Policy and Plan
Policy Reference	ACC-Jun-2016
Date of Issue	June 2016
Review Date	December 2018
Prepared by	Headteacher
To be reviewed by	Headteacher and Governors
Appendices	None
Supply / distribution	Available as a read-only document on the Fynamore school website and hardcopy in the school office.
Other relevant approved documents	None
Authorised by	Headteacher and Governors

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Fynamore School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to 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 will be made available in various preferred formats within a reasonable time frame, when requested.
5. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period. Where it is not feasible to undertake some of the works during the life of the existing Accessibility Plan, some items may roll forward into subsequent plans.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The School Brochure and website will make reference to the Accessibility Plan.
8. The School's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governing Body.
11. The Plan will be monitored by Ofsted as part of their inspection cycle.
12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.



Fynamore Primary School Disability Equality/Accessibility Action Plan



June 2016 – December 2018

Issue	Action
Buildings	
Size and layout of cloakrooms	Consider additional hooks, and shelving, units
Rooms are not consistently clearly labelled with words and/or symbols and/or tactile.	Consider options Investigate if required – ORDER OUTSIDE SIGNS
Not all doors have visibility panel at the correct height	Order the 3 doors required for classrooms
Not all noticeboards are at child friendly heights.	Consider heights when replacing/adding noticeboards
Pathways are logical, well signed and free from trip hazards	Check people understand where to go. Invest in signage for KS1 + KS2 corridors
Sensory areas/gardens.	Investigate options with School Council
Label cupboards and shelves clearly	Delegate this job and ensure ALL are labelled clearly
Staff – Teaching and non-teaching	
Induction – to include H&S requirements and disability equality awareness.	Draw up guidelines
Positive behaviour management policies supported by all staff.	Updated policy shared and understood by all. Monitor and report to SMT
All members of staff maximise children's independence.	Lesson drop-ins include a focus on SEND children's independence. See SEND action plan.
All members of staff differentiate appropriately to provide opportunities for all children to achieve and respond to pupil diversity.	Lesson drop-ins include a focus on differentiation in the afternoons. See SEND action plan.
All members of staff have received Manual Handling training and appropriate members of staff are aware of Handling Plans/Health Care Plans.	Manual Handling PDM booked so this does not run out
Members of staff are familiar with technology and practices developed to assist children with disabilities.	Investigate Dragon speech software. Staff to be trained in the use of Clicker 6 and apps to support learning.
Teaching	
Organisation	
Plan of the school layout available to all children.	Copies to display around school (School Council to decide where). Copies for individuals as required.
Designated quiet areas in recreation areas.	Senior staff and School Council to discuss
Children are supported to be included in the MSP process.	SENCo to action
Children are supported to take a part in the Annual Review process.	Children complete a written (or scribed) report. Children to be invited to share if appropriate - SENCo to arrange