



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
Date of Issue	December 2019
Review Date	December 2022
Prepared by	Headteacher / H&S Governor
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. 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.

Fynamore Primary is an inclusive school and values all children in the school community. We have high aspirations for all children to be able to flourish academically and socially while in our care. A wide and engaging curriculum is planned and reasonable adjustments made so that these opportunities are available for disabled children.

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, 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 premises.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<ul style="list-style-type: none"> To implement better targeting for children with disability to ensure higher aspiration for progress and attainment To review (3x a year) and closely monitor the children's progress towards their personal targets. This now includes meetings with parents and carers Children have easily accessible IEPs (in class) which are shared and agreed with parents Startup of nurture team and resource base (Rainbow) 	<ul style="list-style-type: none"> Baseline assessments for all children in spelling, reading and maths As appropriate, children have new IEPs which are agreed with parents Implement targeting systems using FFT Share targets with parents in November (interim reports) Pupil Progress meetings 3x a year with HT and SLT Reorganize space to create nurture hub redeploy staff 	<p>Teachers (led by SENDCo)</p> <p>Teachers (supported by SENDCo)</p> <p>HT</p> <p>Teachers</p> <p>SLT</p> <p>HT and SENDCO</p>	<p>September 2019</p> <p>November 2019 for initial IEP/ meeting</p> <p>September 2019</p> <p>November 2019</p> <p>July 2019</p> <p>September 2019</p> <p>September</p>	<ul style="list-style-type: none"> Target system consistently in place Baseline assessments completed (age standardized tests in reading, spelling and maths) Actions in place for identified children, eg group interventions IEPs in place, shared and signed by parents/carers 3x a year reviews show evidence of progress towards aspirational targets For children with IEPs, repeat of standardized tests show progress The 3 assessment points within the year show evidence of progress and achievement of target Staff survey/review of nurture provision provides evidence of

		Room) <ul style="list-style-type: none"> aspirational RWM KS2 results in 2020 of 67% 	<ul style="list-style-type: none"> train staff restructure SLT to line manage nurture hub (DS) CPD for all staff including online courses (ASD, challenging 	SLT HT SLT	2019 September 2019 July 2020	progress for disabled children. How progress is determined will be specific to each child, eg better attendance at school
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> Ramps Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height 	<p>Review and evaluate:</p> <ul style="list-style-type: none"> A. Audible and tactile information for entrances B. Consider hearing loop in school hall. C. visual fire alarm. Install emergency cord in disabled toilets improving the security and safety of access points to the site 	<p>Speak to providers for feasibility and cost.</p> <p>Instruct provider</p> <p>Keypad improvements on entrance doors</p> <p>Alarm on hall doors</p> <p>Fence corner of field (where hedge is low)</p> <p>Install tall gates by EY classes/car park and by Sunny Days.</p> <p>Improve gate security from playground (chain)</p>	SBM/HT SBM SBM/HT	July 2020 January 2020 December 2020	<ul style="list-style-type: none"> decision made on timing/funding for A, B and C working cord installed actions completed

Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources or coloured paper</i> • <i>Braille when required</i> • <i>Induction loops will be considered when required</i> • <i>Pictorial or symbolic representations</i> • <i>Visual timetables</i> • <i>Provision of Kindles</i> • <i>Enlarged text eg. A3 test papers</i> 	<ul style="list-style-type: none"> • Improve access to written text throughout the curriculum for dyslexic children and parents/carers • Improve the choice of reading material for dyslexic children to enhance enjoyment of reading • Identify all the dyslexic children in school who need reasonable adjustments for increased access to written text in all curriculum questions and tests 	<ul style="list-style-type: none"> • Through CPD ensure all staff understand how to present written information for better access 	SENDCo/HT	July 2020	<ul style="list-style-type: none"> • IEP reasonable adjustments in place (observations/work scrutiny/progress towards targets) • Children with dyslexia making good progress towards targets (Pupil Progress meetings) • CPD completed • Dyslexia friendly strategies used consistently through school, eg phonics in KS2 and the easy use of Kindles • Larger and better quality selection of books from specialist publishers, eg Barrington Stoke
			<ul style="list-style-type: none"> • Source a wider range of engaging literature, eg Barrington Stoke 	SENDCo/HT	July 2020	
			<ul style="list-style-type: none"> • Through CPD ensure teachers are able to identify barriers to learning, (eg evading writing activities), and understand this could signpost a need to consider dyslexia 	SENCo to organize, eg signpost online courses to staff	July 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 the governing body.

5. Links with other policies

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

- Risk assessment policy;
- Health and safety policy;
- Equality information and objectives (public sector equality duty) statement for publication;
- Special educational needs (SEN) information report;
- Supporting pupils with medical conditions policy.