

Accessibility Plan

Furneux Pelham CE Primary School



Roots to grow,
Wings to soar

Approved by: Full Governing Body **Date:** November 2023

Next review due by: November 2024

Signature ... *L22 Foley*
Head Teacher

Date ...06/03/2024.....

Signature ... *Miranda Trumbull*
Chair of Governors

Date06/03/2024.....

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 Furneux Pelham School we are committed to establishing equality for all pupils, their parents, staff, governors and the wider school community. We treat our whole school community with respect. This involves providing access and opportunities for all without discrimination of any kind. Our shared aim is to provide an outstanding education for children of all abilities in an atmosphere of unity. Every opportunity is offered to inspire children in their learning. We want every child to exceed expectations and actively encourage close co-operation between home and school.

We believe that all children are entitled to a broad, balanced and relevant curriculum, including access to the National Curriculum. All children are encouraged to achieve their full potential in a caring, supportive environment which promotes pupils' social, emotional and intellectual development and fosters confidence and independence. We aim to provide educational experiences that take account of children's individual needs and are appropriate to their level of ability.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. (Please see our Equality Objectives). The school supports any available partnerships and specialist services to develop and implement this plan. These include working with the Local Authority, HfL Education, Speech and Language Therapists, art therapists, Aspects Family Support Workers and the Educational Psychology Service.

Our accessibility plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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
<p>To increase the awareness of staff of different types of SEN/disabilities and the best way to support children with these needs.</p>	<p><i>Our school offers a differentiated curriculum for all pupils where appropriate.</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 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>Staff to gain a greater understanding of the range of special educational needs/disabilities that are present, and could be present in our school community.</p>	<p>Investigate training for support and teaching staff in ASD, dyslexia, dyspraxia, speech and language difficulties and ADHD and how to support these needs.</p> <p>Create an SEND resource area on the shared network to store a range of resources and strategies to support pupils with a range of different needs.</p> <p>Ensure that all LSAs employed to support pupils with an ASD diagnosis access appropriate training.</p>	<p>SENCo</p>	<p>By December 2024</p> <p>By December 2024</p> <p>Ongoing</p>	<p>All staff will feel confident in their knowledge of SEN/disabilities and will feel able to offer different types of support strategies</p> <p>All staff are confident in their ability to support children with a variety of needs</p> <p>Evidence of training collected</p>

		To improve explicit tracking of SEND achievement and feeding back to teachers.	To analyse class provision maps half-termly to ensure SEND children are getting the extra support they need.	SENCo/SLT	By March 2024 and ongoing	Provision maps updated half-termly and scrutinized by SENCo and SLT
			Improve the extent to which we evaluate the impact and effectiveness of interventions by devising a clearer system for evaluating the effectiveness of intervention programmes.	SENCo/SLT		SLT and the governing body and able to evaluate the impact of interventions and adapt provision regularly and effectively.
				SENCo/class teachers	By July 2024 and ongoing	Wider use of SEN resources in classrooms

Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary	<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"> • <i>Electric door opener / release at wheel chair height</i> • <i>Building on one level</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	<p>To be aware of the access needs of disabled children, staff, governors and ensure that access is appropriate for those in our school community</p>	<p>Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be.</p>	H+S Governor SENCo	Spring 2024	<p>For all pupils, staff, parents, governors and other visitors to be able to move around the building easily and safely.</p>
			<p>Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p>	SENCo /SLT	As required	<p>All pupils have equal access to a broad and balanced curriculum.</p>
			<p>Headteacher, (SLT) and governors along with premises staff, to walk around the school site to see how it would look to a visitor / new parent arriving on site.</p>	SLT/H&S governor	Summer 2024 and then annual	<p>Clear, well-displayed signage is available and the school is accessible for all. The school looks well-cared for and smart.</p>
			<p>Look at improving signage for different class collection points (including arrows to show direction or other visual pictorial aides.)</p>	Admin Officer	By March 2024	<p>Clear, well-displayed signage is available and the school and is accessible for all.6</p>

<p>Improve the delivery of information to pupils and members of the school community with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Pictorial or symbolic representations</i> • <i>Use of Makaton</i> • <i>Use of coloured paper / over sheets for dyslexic pupils</i> 	<p>Social stories to be used as necessary to aid children’s transitions and as required at other times.</p>	<p>Create a set of social stories to support pupils for key transition points, which can be used as a bank of resources.</p> <p>Use ICT software to support learning.</p>	<p>SENCo</p> <p>SENCo and class teachers</p>	<p>By December 2024</p> <p>By July 2024</p>	<p>Pupils will be supported during times of change.</p> <p>Pupils will be supported in accessing and expressing their learning.</p>
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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 full governing body.

5. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability Policy
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy
- Curriculum Policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				