Foulsham Primary School

Excellence Enjoyment Engagement

Accessibility Plan

November 2020

Review date: November 2023

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.

Our school vision states that we aim for excellence, enjoyment and engagement'. The use of these words within this statement is important to us as a school as we ensure equality and inclusion through making sure all members of our learning opportunity have the opportunity to excel whilst being engaged with their learning and enjoying all aspects of school life.

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, from across the school community.

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.

This policy complies with our funding agreement and articles of association.

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Some curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Develop further the effective use of technology to support pupils to access the full curriculum. Extend the range of curriculum resources which include examples of disabled people.	• Continue to assess children formatively and summatively across the school to ensure good progress being made. • Use 'Access Through Technology' as needed. • Staff development around use of technologies to increase curriculum access. • Monitoring of effectiveness of use of technology to increase access to curriculum. • When purchasing resources, planning	Class teachers SENCo SENCo/Computing subject lead. SENCo	On going On going Spring 2021 Summer 2021 and then ongoing Summer 2021 and	All pupils make at least good progress irrespective of disability – within lessons, across a series of lessons and over time. Resourcing shows positive examples of

			assemblies and lessons examples of disabled people considered. • Monitor to check increase.		the on going	disabled people. Attitudes of pupils towards disability shows a greater awareness.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. The school corridors are wide enabling good access. The inside of the school has no steps enabling good access across the building. Disabled toilet with accessibility equipment. Entrance has no steps.	Continue to review environment, there are offices and intervention spaces that can only be accessed by stairs	Make sure staff and pupils have adequate access to alternative work and intervention space on the ground floor of the building	Head of School	By Spring 2021 Summer 2021	Staff and visitors can meet with comfortable facilities on the ground floor
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources where needed for pupils and parents • Pictorial or symbolic representations for internal signage. • Use of technology.	Continued review and development of use of technology to improve delivery of information to pupils.	• Ongoing review of use of technology. • Staff development around the effective use of technology. • Monitoring of effective practice.	SENCo/Computing subject lead.	Spring 2021 Summer 2021 and then ongoing	All pupils make at least good progress irrespective of disability – within lessons, across a series of lessons and over time. Information is presented in a way to enable all pupils access.

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 board