



Accessibility Plan

Fenstanton and Hilton Primary School

Reviewed by: The Full Governing Body

Date of Review: March 2024

Date of Next Review: March 2027

Plan adopted from 'The Key' model plan.

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.

At Fenstanton and Hilton Primary School, community comes first and our success is underpinned by positive and meaningful relationships, where children are listened to and respected. We strive to create outward-thinking learners and citizens, who make positive connections and value diversity. We strive to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

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.

This plan has been created by school leaders, with review and approval by the school's Full Governing Body.

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. Costs for this plan will be reflected in the school development plan.

Aim	Current good practice	Objectives	Action needed	Person Responsible	Date for completion
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Adapted curriculum activities and quality first teaching for all pupils.</p> <p>Resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Deployment of support staff to overcome barriers to curriculum access.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability, as part of the whole school cohort and as a discrete group.</p> <p>SENCo leads Assess, Plan, Do, Review processes to personalise provision and targets for SEND pupils.</p>	<p>Provide precise targets and provisions for pupils with SEND, to support their academic / SEMH progress.</p> <p>Continue to implement the Little Wandle scheme for phonics teaching, including targeted interventions for SEND pupils, removing barriers to progress in early reading.</p> <p>Implement review cycles for staff, overseen by the school SENCo.</p> <p>Work with SENCos in other schools, including local secondary schools, to support transition of pupils with a disability.</p>	<p>School SENCo to lead on the school's APDR cycle, managed through Provision Map.</p> <p>Deputy Headteacher and Early Reading Leader to monitor implementation of provision and access to staff training / support / coaching.</p> <p>Effective review cycles carried out in Provision Map with class teachers, led by school SENCo.</p> <p>School Headteacher, Deputy Headteacher and SENCo to work with local cluster schools and Local Authority support to</p>	<p>SENCo and SLT</p> <p>DHT and Early Reading Leader</p> <p>Class Teachers, with school SENCo</p> <p>Head, DHT, SENCo</p>	<p>Termly review and target setting throughout the academic year.</p> <p>Ongoing.</p> <p>Termly reviews throughout each academic year.</p> <p>Half-termly cluster meetings / Heads' Forums.</p>

	<p>Separate learning environments utilised to support children with learning needs, SEMH challenges or sensory difficulties.</p> <p>Use of Cambridgeshire Therapeutic Thinking to guide the school's behaviour and instill prosocial behaviours.</p>	<p>Provide training for staff to provide appropriate support for pupils with a disability.</p>	<p>arrange appropriate transition for SEND pupils.</p>		
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils. This includes:</p> <ul style="list-style-type: none"> · Ramps · Parking bays · Disabled toilet, changing facilities and serviced hoists · Intimate Care Policy in place, if required, and appropriate training for staff. <p>All areas of the school site are accessible to wheelchair users.</p> <p>The school has 'upper' and 'lower' vehicle entry points to support access arrangements.</p>	<p>Keep the physical accessibility of the school building and site under review and make prompt arrangements to accommodate access, as necessary.</p> <p>Apply advice provided through Occupational therapists and/or Physiotherapists, and other relevant services or professionals.</p> <p>Review the building and site to ensure pupil curriculum needs are met, by providing access to appropriate facilities.</p>	<p>Reviews by School Business Manager, Site Supervisor and Headteacher.</p> <p>Personalised, depending on advice received.</p> <p>Reviews by School Business Manager, Site Supervisor and Headteacher.</p>	<p>Business Manager Site Supervisor Headteacher.</p> <p>SENCo.</p> <p>Business Manager Site Supervisor Headteacher.</p>	<p>Ongoing. When there are changes to the site or pupil needs, or where a new pupil joins the school.</p> <p>As received.</p> <p>Ongoing.</p>

		Carry out risk assessments for school trips to make sure they are accessible for pupils with mobility, sensory or medical difficulties.	Class Teacher trips/visits planning includes appropriate risk assessments to travel and venues. Checks by Educational Visits Coordinator and Headteacher.	Class Teachers EVC Headteacher	To coincide with trips / visits.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This can includes:</p> <ul style="list-style-type: none"> - Large print resources - Internal signage - Pictorial representations 	Liaise with professionals within the Local authority, such as Specialist Teachers, where further support is needed.	Book appointments for observation / advice / guidance as need arises for individuals.	SENCo Headteacher	When needed
		Review, monitor and support the skills and expertise of staff to support pupils with a disability.	Arranged training opportunities for staff CPD, within the LA and with external providers.	Headteacher	Reviewed annually as part of CPD / Professional Development Day organisation.
		Take due consideration of the need for information to be provided in accessible formats (e.g. large print, audio, braille, electronic).	Review updated information for existing pupils, or information for new pupils, to ensure appropriate adjustments are made.	Class Teachers SENCo	Termly
		Develop the use of Widgit Symbols to support communication and presentation of	Continue to widen the use of symbols in classroom spaces, and for individuals who need this as part of an	Class Teachers SENCo	Ongoing

		information.	agreed learning / support plan.		
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4. Monitoring arrangements

This document will be reviewed every **three** 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:

- Health and Safety Policy
- Equality Objectives
- Special educational needs (SEN) information report
- Supporting Pupils With Medical Conditions Policy