



Accessibility Plan

Fenstanton and Hilton Primary School

Reviewed by : The Full Governing Body

Date of Review: February 2022

Date of Next Review: February 2024

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.

The ethos of the school supports the development of self-respect and self-esteem in all pupils, staff and the community it serves. We place a high value on diversity and treat every member of the school as an individual. In this respect, we aim 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.

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 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 to be taken	Person Responsible	Date to complete actions by	Success criteria	Date completed
	<i>Include established practice and practice under development</i>	<i>State short, medium and long-term objectives</i>					

Increase access to the curriculum for pupils with a disability	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is</p>	<p>Short Term</p> <p>To identify children allocated to Foundation Stage Class for the next academic year who need provision made</p>	<p>Children to visit school at least once</p> <p>Parents to have opportunity to meet SENDCO before September</p> <p>EYFS leader/ SENDCO to communicate with preschool leaders</p>	<p>SENDCO/ EYFS</p>	<p>Annually – May September</p>	<p>For provision to be in place for when child(ren) start school</p> <p>All children are able to access a wide, varied and full curriculum</p>
		<p>Short Term</p> <p>To regularly review the curriculum and teaching plans to ensure children have access to all parts</p>	<p>Termly/ annual reviews of long term and medium term plans</p>	<p>Class teachers/ SLT</p>	<p>Termly/ Annually</p>	

	reviewed to ensure it meets the needs of all pupils.						
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> · Ramps · Disabled parking bays · Hygiene suite and disabled toilets, changing facilities and serviced hoists · Library shelves at wheelchair-accessible height 	<p><u>Short Term</u></p> <p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips, residential visits and extra-curricular activities</p> <p><u>Medium Term</u></p> <p>Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified need</p> <p><u>Long Term</u></p> <p>Ensure pupils needs' can be met using IT equipment or other resources following identification when required.</p>	<p>Children to visit school at least once</p> <p>Parents to have opportunity to meet SENDCO before September</p> <p>EYFS leader/ SENDCO to communicate with preschool leaders</p> <p>Termly/ annual reviews of long term and medium term plans</p>	<p>Class teachers/ SENDCO</p> <p>Headteacher/ SENDCO</p> <p>Headteacher/ SENDCO/ Computing lead/ Governors</p>	<p>Termly</p> <p>September 2021</p>	<p>All pupils are accessing and experiencing the opportunities available.</p> <p>Regular access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these opportunities is shared with colleagues to promote awareness for all relevant staff.</p> <p>Children to have timely access to relevant, supportive and cost effective equipment to meet their needs.</p>	

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Large print resources • Internal signage • Pictorial representations 	<p><u>Medium Term</u></p> <p>To continually review the delivery of information for pupils with a disability. Adapt methods of communication where needed. Possible examples are:</p> <ul style="list-style-type: none"> · <i>Braille</i> · <i>Induction loops</i> 	<p>Use referral to EP, OT, Paediatrics service and act upon their</p> <p>recommendations where necessary.</p>	<p>SENDCO</p>	<p>Termly</p>	<p>Children to have resources and equipment to meet their needs.</p>	

4. Monitoring arrangements

This document will be reviewed every **2** 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

Appendix 1: Accessibility audit

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				