

Friskney All Saints Church of England Primary School



Accessibility Plan

Approved by:	T Wood – Head of School	Date: March 2023
Revised:	Jan 2024 – Names updated following change of SENDCo	
Next review due by:	September 2026	

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.

Our schools mission statement and vision is clear in support of this:

*'Our small rural school welcomes and includes everyone as a child of God. We recognise that every person has value and deserves the best we can give. Our education **explores old and new horizons**, and strives to **deliver a rigorous curriculum of excellence** so that each person is empowered to **realise their gifts** to the full. We offer challenge, support and loving commitment so that each person can engage in the world with resilience, hope and wisdom. We have faith in God and faith in each other.'*

Our Vision is underpinned by our school values of Love, Trust, Kindness, Hope and Respect:

Exploring Old and New Horizons - Respect

Striving for Excellence – Hope, Trust

Realising our Gifts – Love, Kindness

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.

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.

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 PRACTICE	GOOD	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	<ul style="list-style-type: none"> • 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 • 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 make sure it meets the needs of all pupils 		For every child to be able to access the curriculum.	SENDCo and governor for SEN to complete learning walks to spot check and monitor children with a disability.	KD - SENDCO	3x a year	Learning walks, pupil voice, data drops and books looks to show that the curriculum is accessible to all children.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The is adapted environment to the needs of pupils and adults as required. This includes:</p> <ul style="list-style-type: none"> • Ramps up to all entrances as necessary. • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • All doorways wide enough for a wheelchair • All fire exits suitable for wheelchairs • Good internal and external lighting for visually impaired. • Allocated spaces in the hall during assemblies and parent events for wheelchairs. 		For all children and adults to be access the school site fully and as independently as possible.	Individual accessibility action plans to be put in place for any child or parent/visitor with additional access needs.	Headteacher/SENDCo	Ongoing	All stakeholders able to access the physical environment, inside and out.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to those with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources when necessary • Pictorial or symbolic representations • Flexible IT used to support communication 		<p>For information to be able to be shared with all children and adults regardless of disability.</p>	<p>IT to be used to read information out to children/adults.</p> <p>Staff to verbally update if needed.</p> <p>Staff to be adaptable to communicate in ways which suit individual families – phonecalls, class dojo messages, teams virtual meetings,</p>	Headteacher/SENDCo	Ongoing as needs arise	Messages are communicated effectively to all.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

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
- SEND policy
- Supporting pupils with medical conditions policy