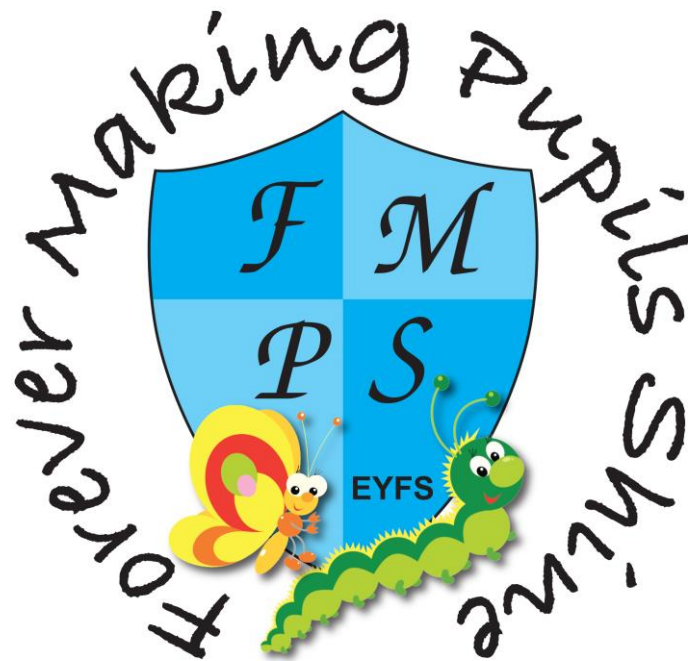


# Accessibility Plan

## Framwellgate Moor Primary School



**Approved by:** Bethan Smith

**Date:** September 2022

**Last reviewed on:** September 2022

**Next review due by:** July 2023

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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 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.

Framwellgate Moor Primary School is committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, during break and lunchtimes, in pastoral support and before and after school activities.

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.

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	Evaluation
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated 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 reviewed to ensure it meets the needs of all pupils.</p>	<p>Monitor resources used across the different subject areas. (ST)</p> <p>Ensure that all pupils are assessed for their needs and advice from relevant professionals followed, adjustments made where appropriate. (ST)</p> <p>Monitor tracking and curriculum targets on a termly basis. (ST)</p> <p>Monitor SEN Support Plans and identify and monitor support provided. (ST)</p>	<p>Discussion of resources to be on the Staff Meeting Agenda. (Termly)</p> <p>Identify any additional resources or equipment and purchase in response to staff discussions. (Termly)</p> <p>Track progress and review all children. (Termly)</p> <p>Track this through support plans. (Termly)</p>	<p>SLT and Teaching Staff</p> <p>SLT and Teaching Staff</p> <p>SLT, SENCO, Teaching Staff and Tas</p> <p>SLT, SENCO, Teaching Staff and TAs</p>	<p>At the end of each term</p> <p>End of each term</p> <p>At the end of each term</p> <p>At the end of each term</p>	

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Wheelchair Lifts at each end of the upper hall.</li> <li>• Corridor widths</li> <li>• Disabled parking bays</li> <li>• Disabled toilets, changing facilities with ceiling tracks</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Ramps are checked by the Caretaker as part of his weekly checks to ensure good condition. (ST)</p> <p>Equipment such as lifts and hoists are checked daily by key Staff and annually by relevant company. (ST)</p> <p>To develop Playground equipment to ensure all with a disability are included. (MT)</p> <p>To consider the needs of all children in the development and planning of the exterior grounds of the school. (LT)</p>	<p>Ensure that signage around school is current and clearly visible</p> <p>SLT to check Caretaker logs include ramps and that annual checks are booked in.</p> <p>Appropriate playground equipment researched and purchased.</p> <p>Consult with planners and contractors regarding the planned landscaping and</p>	<p>SLT and relevant Governor</p> <p>SLT and relevant Governor</p> <p>SLT</p> <p>SLT</p>	<p>End of Autumn term 2022/23</p> <p>Spring Term 2023</p> <p>Spring Term 2023 and whenever additional work planned.</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"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Ensure current signage is fit for purpose. (ST)</p> <p>To ensure reading material meets the needs of all children. (ST)</p>	<p>HT and relevant Governor to check signage</p> <p>Discuss between Teaching Staff and SENCO around specific requirements and adaptations made where necessary</p>	<p>SLT and relevant Governor</p> <p>SLT, Teaching Staff and TAs</p>	<p>Spring Term 2023</p> <p>End of each term</p>	

## **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 Mrs Smith (Head Teacher) and 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
Corridor access	Various corridors around school	Ensure all corridors have wide access and are not blocked	All Staff	March 2023
Lifts	Lifts at the top and bottom of the upper hall	Annual tests to be booked and completed	BS and RL	March 2023
Parking bays	Bays at the upper and lower car parks, clearly demarcated.	Ensure markings are clear	BS and RL	March 2023
Entrances	Main Entrance and Lower School Entrance	Ensure entrances are clear, free of hazards and well lit.	All Staff	March 2023
Ramps	Outside of the Year 3 Classrooms	Ensure ramps are free from hazards	All Staff	January 2023
Toilets	Disabled toilets	Ensure access to toilet and that facilities are suitable	HT and Caretakers	January 2023
Internal signage	Emergency signage and lighting	Ensure that this is in place and clear	BS and Caretakers	January 2023
Emergency escape routes	As identified in the Lockdown and	Ensure all routes are clear and clearly identified.	Caretakers and	December 2023

	Fire Evacuation Plans		All Staff	
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