



Fingringhoe CE Primary School Accessibility Plan 2021-24

1. Schools' Planning Duty

- 1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:
- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
 - To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.
- 1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.
- 1.3. This **Accessibility Plan** forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.
- 1.4. In accordance with the Act the plan focuses on three ‘key areas’:
- increasing the extent to which disabled pupils can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.5. It is a requirement that the school’s **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.
- 1.6. The plan is to be reviewed and updated at least every three years.

2. Schools Aims

2.1. At Fingringhoe CE Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4. As stated above, Fingringhoe CE Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Equalities Policy
- Special Educational Needs and Disabilities Policy
- Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1. Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

- 3.2.1. Fingringhoe CE Primary School has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.
- 3.2.2. The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Essex SNAS team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.
- 3.2.3. The school also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.
- 3.2.4. The school may work closely where appropriate with specialist services including:
- Advisory Teacher for Hearing Impaired
 - Early Years Advisory Teacher
 - Advisory Teacher for Visual Impairment (WESC)
 - Occupational Therapists
 - Speech and Language Therapists
 - Educational Psychology Service
 - Essex SEN Team Advisory Teacher for SEN
 - EWMHS
 - GPs and pediatricians
 - School Nurse Team
 - Counselling services through charities such as The Children's Society
- 3.2.5. The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

1. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
2. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
3. The Plan will be monitored by Ofsted as part of their inspection cycle.
4. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Improving access to the curriculum

Target	Action	Timescale	Responsibility	Outcomes
Ensure all staff are aware of children in each class that are on SEN register and that appropriate support plans are in place as per guidance.	Pupils on SEN register identified. Class teachers to write IEPs where appropriate.	On-going	SENCO Teachers to be responsible for reviewing of support plans.	SEN children's needs are fully met and support plans are kept up to date and relevant to needs of child.
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	On-going	All staff	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional agencies has been made available.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	On-going	HT	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
Intervention strategies are put in place for children identified as not reaching national expectations or making slow progress.	Identified children tracked via Pupil progress meetings; relevant strategies documented and evaluated.	Half termly	Headteacher in liaison with class teacher.	Disabled/vulnerable children's progress is closely monitored and relevant intervention strategies deal effectively with any slow progress.

Extra-curricular clubs accessible to all children where appropriate.	Attendance by disabled/vulnerable children tracked.	Regular monitoring of attendance	Headteacher Pupil Voice	Children are not disadvantaged from attending extra-curricular clubs because they are disabled/vulnerable
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Improving access to the physical environment

Target	Action/Success criteria	Timescale	Responsibility	Outcomes
School is aware of the access needs of any disabled pupils or parents.	School environment is accessible to all children within reason.	On-going	Headteacher Governing Body	Accessibility needs are catered for as far as school site allows - appropriate adjustments considered.
All building work considers reasonable accessibility issues.	Any changes to physical environment take account of reasonable accessibility needs.	On-going	Headteacher Governing Body	Physical environment continues to be monitored for accessibility.
Ensure main reception entry is fully accessible to all.	Consider placement of any furniture that may obstruct entry.	On-going	Headteacher Office staff	Reception area provides clear access and ensures welcoming environment for all.

Improving Access to Information

Target	Action/Success criteria	Timescale	Responsibility	Outcomes
All parents are aware of school's provision for pupils with SEND.	SEND information report published on school website.	Autumn Reviewed annually	SENCo	Parents informed School vigilant to needs of those parents who may need to access information in a different format.
Review information to parents/carers to ensure it is accessible.	Review all letters home to ensure best method (ie electronic or paper) is used. New school website ensures information is readily accessible. Website kept up to date.	Ongoing	Office Manager HT Admin Manager	Parents/carers are provided with information that is accessible to them.

Review and monitoring

The Governing Body, in conjunction with the Headteacher/SENCo, is responsible for reviewing this Accessibility Plan and monitoring access to the school building, information and curriculum by all who wish to do so. It is the school's intention to be fully inclusive and remove barriers wherever possible.