



Children and learning at the heart of
our CARE-ing community

Old Fletton Primary School Accessibility Plan

Version 3 - March 2019

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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.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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 the views of some stakeholders in the development of this accessibility plan, including 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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

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	Success criteria
Increase access to the curriculum for pupils with a disability	<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>Short term:</p> <p>To enable a visually impaired pupil take a full part in PE lessons.</p>	<p>Year 1 teacher will have attended trainman offered by VI service.</p>	<p>ND</p>	<p>March 2019</p>	<p>Teacher will be confident when teaching PE to child with VI. VI child will enjoy PE lessons.</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>Medium term:</p> <p>To develop an alternative curriculum to meet the needs of high need pupils who struggle to engage with the NC.</p>	<p>Use of the AQA Unit Award Scheme to recognise achievements of high need pupils.</p>	<p>ND / SS</p>	<p>June 2019</p>	<p>Green room pupils will have achieved 2 AQA Unit Award Scheme Units.</p> <p>School will an accredited provider of the scheme.</p>
		<p>Long term:</p> <p>To develop an additional curriculum that makes use of outdoor space and that is focused on improving the attitude and engagement of disaffected pupils.</p>	<p>Use of PASS to identify pupils.</p> <p>Writing of a scheme of work that engages these pupils and that is linked to the Unit Award Scheme.</p> <p>Use of PASS to see impact.</p>	<p>ND/CP/SM</p>	<p>July 2020</p>	<p>Identified pupils will have improved PASS scores.</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps (in the main building and outside)</i> • <i>Wide corridors in the main building.</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Book shelves at wheelchair-accessible height</i> 	<p>Short term</p> <p>To improve access to all weather track for pupils with physical disability.</p>	<p>Provide astroturf strip linking playground and track enabling slip free access.</p>	<p>KN</p>	<p>March 2019</p>	<p>Children will be able access the tack in all weathers.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Take advice from sensory support services.</i> • <i>Use of access arrangements</i> • <i>Large print</i> • <i>PECS</i> • <i>Pictorial or symbolic representations</i> 					

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 the Full Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

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				