

Accessibility plan

Fulmer Infant School



Approved by:	Governing Body	Date: March 4 th 2020
Last reviewed on:		
Next review due by:	Summer Term 2021	

FULMER INFANT SCHOOL ACCESSIBILITY PLAN

Contents

1. Aims.....	1
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	5
5. Links with other policies	5
Appendix 1: Accessibility audit.....	6

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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.

Fulmer Infant school is committed to providing an environment that:

- Enables full curriculum access to all
- Includes all pupils, parents and visitors

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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.

This policy complies with our funding agreement and articles of association.

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>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	Curriculum and resources to be reviewed annually or more frequently if necessary to ensure it is accessible to all	Co-Headteachers	At the end of each academic year	Curriculum is accessed by all
Improve and maintain access to the physical	The environment is adapted to the needs of pupils as required.	Caretaker to check ramps and disabled toilets are in good	Co-Headteachers and Caretaker	On going	Site accessible to all

environment	<p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Disabled toilets</i> • <i>Library shelves at wheelchair-accessible height</i> 	repair			
Improve the delivery of information to pupils with a disability	<p><i>Our school needs to improve its range of communication methods to ensure information is accessible. This could include:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 	Audit of communication methods which could be improved	Co-Headteachers	February 2020	Delivery of information to pupils with disability

4. Monitoring arrangements

This document will be reviewed **initially in March 2020 and then** every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the Co-Headteachers.

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	All corridors are wide and floors are flat across a slight gradient.			
Parking bays	There is no parking on site except for 8 bays allocated for staff only. Currently there is no disabled bay.	To be reviewed should a member of staff have a disability requiring a larger bay. The route from the car park into the school is all on level ground	Co-Headteachers	
Entrances	Level ground from street along flat path to main entrance and to the rear entrances.			
Ramps	Currently one ramp in a good state of repair leading to the rear Reception class entrance.			
Toilets	All pupil toilets have a level floor Staff toilets have a small step and a narrow doorway but there is a disabled toilet in the school hall.			
Reception area	The entrance to the school is			

	wide and has a level floor. The entrance has a double set of doors which might be challenging in a wheelchair but not impossible.			
Internal signage	Emergency exits all signposted There is currently no sign to say where our disabled toilet is situated	Place a sign in the entrance doorway and on the staff toilet doorway to say there is a disabled toilet in the hall.	Office staff	April 2020
Emergency escape routes	All clearly signposted. It is worth noting there is only one level exit from the hall – the other two have steps.	Third emergency escape from the school hall being developed	Staff/Govs	Summer 2020