

Accessibility plan 2023 - 2025

Fishwick Primary School



Approved by:

Date:

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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.

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 staff, pupils, parents and governors.

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	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	To ensure all staff have appropriate training to help them meet the needs of children with SEND	TA appraisals to consider needs of children with SEND and appropriate CPD to be arranged,	SENDCO	Ongoing	Tas will feel confident to carry out interventions or use specific programs or resources to meet the needs of children they are responsible for.
	We use resources tailored to the needs of pupils who require support to access the curriculum.					
	Curriculum resources and displays include examples of people with disabilities.	To enhance provision for pupils with sensory and SEMH needs.	Whole school training with Justine Lang	SENDCO	July 2023	All staff will understand the sensory needs of the children in school and how to safely meet these needs.
	Curriculum progress is tracked for all pupils, including those with a disability.					
	Targets are set effectively and are appropriate for pupils with additional needs through the use of ILPs		To access support from specialist teachers where appropriate eg IEST, HI, VI, general specialist teacher support.	SENDCO	July 2023	All children with an EHCP and those with a hearing impairment or visual impairment will have been assessed by a specialist teacher and advice will be implemented.
	The curriculum is reviewed to ensure it meets the needs of all pupils.					

	Designated staff members receive appropriate training eg accessing training from SALT, moving and handling etc					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramp to the hall • Corridor wide enough to access using a wheelchair • Disabled parking bay • Several disabled toilets and changing facilities in the medical room <p>Designated staff members receive Moving and Handling training where appropriate.</p> <p>Care plans are in place for all children with high level of physical needs outlining accessibility needs that are being met. Advice sought from specialist teacher if needed.</p> <p>We access support from NHS staff eg Occupational Therapist or Physiotherapist where appropriate.</p> <p>Ensure that the equipment within the school for pupils with physical difficulties meets their individual needs and that identified staff are fully trained to use them.</p>	Ensure relevant training is in place ahead of transition.	No children in school currently have a PD. If a new children enters with a PD then appropriate advice will be sought and resources and training as necessary.	SENDSCO		If a child with a PD enters school, their needs will be met successfully.

	<p>Ensure corridors are clearly accessible throughout school.</p> <p>School trips only booked if there is disabled access.</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. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>We use visuals to support children's understanding as appropriate eg:</p> <ul style="list-style-type: none"> • there is a visual timetable in each class from Mars upwards • individual children use Now and Next boards • Staff use symbols attached to their lanyards to support individual children eg 'stop' sign. <p>School has recently purchased Widgit to ensure that a consistent format is used for all visuals used in school.</p>	<p>Ensure relevant staff are able to navigate Widgit to create consistent visuals to be used in Visual Timetables, Now and Next boards and any other visual symbols used eg on lanyards.</p>	<p>Monitoring to ensure all children are able to access visuals to support their understanding as necessary.</p>	<p>SENDCO and class teachers</p>	<p>Ongoing</p>	<p>All children who need visuals to support their understanding will have them in place.</p>

4. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by 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
Number of storeys	One storey but with an increase in height via a ramp on one side of the building and steps on the other.			
Corridor access	All corridors are wide enough for wheelchair access.	Ensure all corridors are tidy and free from clutter which could be a trip hazard.	All	Ongoing
Parking bays	There is one parking bay designated for disabled users.			
Entrances	All entrances to school are either level or have a small ramp.			
Ramps	The ramp to the hall is quite steep and does not have barriers at the sides.	Ensure children using walking equipment or a wheelchair do not use this ramp.	All	Ongoing
Toilets	There are three disabled toilets in school.			