



ACCESSIBILITY PLAN POLICY

WITH ME IN MIND because I matter now and in the future

Purpose of the Plan

The purpose of this plan is to show how Fagley Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This Accessibility Plan has been written to comply with Paragraph 3 of Schedule 10 of the Equality Act 2010.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Fagley Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The majority of the school building and playground is accessible for a child in a wheelchair. The school has had a new extension providing a library and computer suite. This new part of the building has a lift, as an alternative to steps, which is specifically designed for wheel chair use.

The Current Range of Disabilities within Fagley Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, cerebral palsy and diabetes. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff is aware of these children. Inhalers are kept in the classrooms and used when needed.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff, on the staff noticeboard, the head teachers' office board and next to the central first aid point by the hall.

We have competent First Aiders who hold current First Aid certificates.

Epi-Pens are kept in the classroom.

Any other medication is brought into school and administered by the parent.

Children with diabetes have individual care plans and information shared with the relevant staff.

Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually.	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going.	
To ensure child recovering from serious medical condition has minimal risk of contracting infections.	Parents to be reminded of need to inform school about infections that might cause problems.	Child continues to make good recovery.	Half termly.	

PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by <i>Governors</i> . Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going.	12 February 2016 KB AS
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going.	Multi-Sensory Training Spring 2015 WELLCOMM - ongoing SALT - ongoing Dyscalculia - December 2015
To ensure that all children are able to access all out-of-school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo	Autumn 2015 Spring 2016
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and	Barriers to learning will be reduced or removed, enabling children to achieve	Annually.	

Annually.	additional time, use of equipment etc. will be applied for as needed.	their full potential.		
WRITTEN / OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly	
Future Actions <ul style="list-style-type: none"> • Ramps for Key Stage 2 classrooms to outside area. • Wheelchair access to forest schools. 				

Drafted	Ratified by Governing Body	Planned date of review
Jan 2016	10.03.2016	March 2019

	Print name	Signature	Date
Head Teacher	C.Parfitt	C. Parfitt	10.03.2016
On behalf of Governing Body	M. Whitehouse	M.Whitehouse	10.03.2016