



Finedon Mulso CE Junior School

Accessibility Plan 2017 - 2020

At Finedon Mulso CE Junior School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the Directors of the Learning for Life Education Trust will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Finedon Mulso CE Junior School is committed to providing an environment that enables full curriculum access to all pupils, staff, parents and visitors - regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We

are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values our parents' knowledge of their child's disability and how it affects their ability to carry out everyday activities. We respect parents' and children's rights to confidentiality. Individual risk assessments are undertaken for any staff/student/visitor who has access issues with the school.

The Finedon Mulso CE Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- Improve – and make reasonable adjustments to - the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

The Finedon Mulso CE Junior School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the school's Local Governing Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

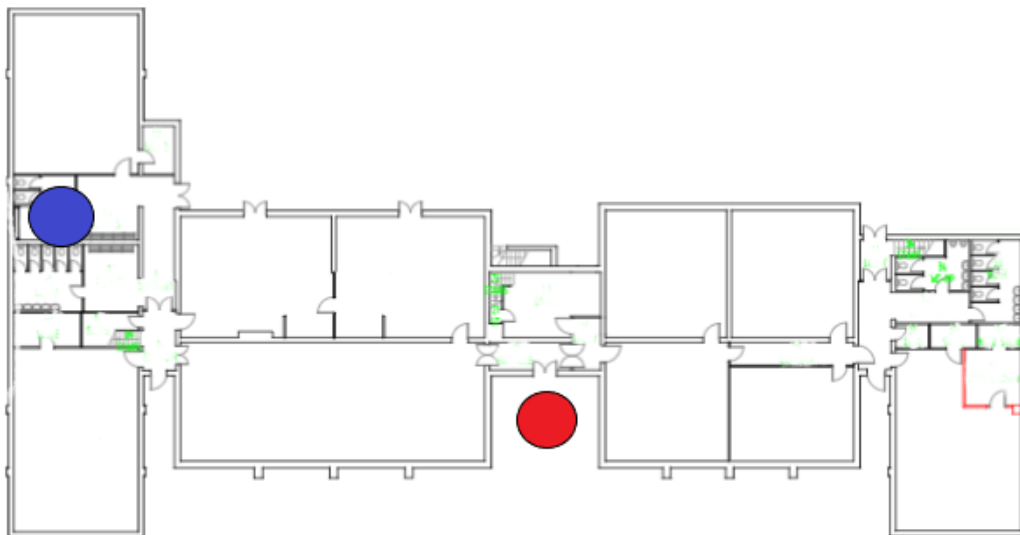
Review Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by the:

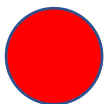
- Head Teacher
- Trust Facilities Manager
- Site Supervisor

A plan of the school buildings showing areas of accessibility.



Front of school from Wellingborough Road

Key



ACCESSIBILITY PLAN

A review was carried out by the Head Teacher and Trust Facilities Manager in September 2018. A number of recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Signage – ensure visual as well as wording. Incorporate tactile signage.	Source appropriate supplier.	When new signage is required. As soon as possible for gates.	Various
2.	Provide Portable Induction Loop system to support children with hearing impairment	Take advice on appropriate equipment should this become a requirement.	As required.	Approx £200
3.	Door furniture easily usable.	Replace with appropriate door furniture (D handle) as replacements become necessary.	When refurbishment takes place.	
4.	Visible access through doors.	Door replacement to encompass side vision panels.	When refurbishment takes place.	
5.	Handrails.	Consider areas where handrails would assist those with mobility challenges.	As soon as possible.	
6.	Stair tread nosing – paint not visible.	Ensure step nosing is painted yellow or white contrast colour to support visually impaired.	As soon as possible.	Approx £75
7.	Taps.	Ensure taps are push or lever operated to aid use.	When refurbishment takes place.	
8.	Lighting.	Ensure adequate lighting in all areas.	Improve lighting when replacement takes place.	
9.	Disabled parking in school car park.	Mark out dedicated parking space for staff/visitors.	During playground refurbishment.	

Action Plan A - Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1.	Disabled parking.	Parking is available in front and in the car park beside the school.	When required		None	N/A	N/A
2.	Disabled toilet.	Disabled toilet is in place. Ensure it is kept free of stored items.	Ongoing	High	None	Ongoing	Site Supervisor
3.	Corridors.	Keep corridors clear from obstruction.	Ongoing	High	None	Ongoing	All staff
4.	Steps easily identifiable.	Ensure all step nosing can be clearly identified, repainting when required.	Ongoing	High		Ongoing	Site Supervisor
5.	Exterior pathways.	Keep free of fallen leaves, snow and ice. Ensure bins are not obstructing access.	Ongoing	High	None	Ongoing	Site Supervisor
6.	Refurbishment and redecorating.	Consideration should be given to contrast of colour, lighting, blinds and auditory requirements.	Ongoing	High		Ongoing	Head Teacher, Site Supervisor

Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1.	Promoting positive attitudes when curriculum planning.	Actively seek ways to promote positive attitudes towards disability when curriculum planning so that children gain a greater understanding of the needs	Ongoing	High	None	Ongoing	All staff

		and difficulties experienced by disabled people. Ensure books contain images of disabled people.					
2.	Educational visits.	When planning educational visits consideration should be given to the needs/requirements of all children, both at the venue and on the transport to and from the venue. This ensures all children can fully engage in educational visits.	Ongoing	High		Ongoing	All staff
3.	Differentiation in teaching.	Provide quality differentiated material for SEND children.	Ongoing	High		Ongoing	All staff
4.	Staff training.	Ensure all staff receive appropriate training to effectively support the needs of a disabled pupil, prior to their admission. (See also supporting pupils with a medical condition policy). Identify gaps in staff knowledge and seek external advice if necessary to be able to support children with SEND needs.	Ongoing	High	External training costs where identified.	Ongoing	Head Teacher
5.	Curriculum accessibility to all.	Ensure when curriculum planning that all areas of the curriculum are available to pupils regardless of their disability. Where an activity cannot be made accessible or	Ongoing	High		Ongoing	All staff

		would be inappropriate then ensure alternative activities are made available. E.g. running races at sports day may be inappropriate for a wheelchair user but an alternative physical activity should be provided. Handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative.					
6.	Purchasing new equipment.	When purchasing new resources consider ways to increase the range so that a wide range of disabilities can be catered for, for example calculators and keyboards with large keys, pencil grips, writing slopes, adjustable desks and chairs, scissors with special handles for fine motor difficulties.	Ongoing	High		Ongoing	All staff
7.	Clubs.	All clubs are planned to ensure, where reasonable, the participation of all children.	Ongoing	High		Ongoing	All staff
8.	Classroom layout.	Review and implement a preferred layout of furniture and equipment to promote	Ongoing	High		Ongoing	All staff

		the participation and independence of all children.					
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Action Plan C - Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1.	Informing school of any disabilities.	A form is in parent packs for each new intake and any new children thereafter.	Ongoing	High		Ongoing	Admin/Parent
2.	Availability of written material in alternative formats when required.	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	High		When required	Head Teacher
3.	Accessible reading books for all.	When purchasing new books attention should be taken to ensure the font size and layouts are suitable for children with impaired vision. Audio books should also be purchased.	Ongoing	High		Ongoing when purchasing new material.	All staff
4.	Accessible software.	Investigate suitable symbol software for use by children with impaired vision and reading difficulties.	Ongoing	High		Ongoing	All staff
5.	Review of documentation on website to ensure accessibility to parents with English as an Additional Language.	The school will review formats used on its website to ensure accessibility to all.	Ongoing	High		Ongoing	Head Teacher