Frittenden Church of England Primary School
Accessibility Plan

Shepherding our school community to enrich God's world and flourish.

Policy control	
Responsible Person:	Vikki Furr
Responsible Governor Team:	Full Governing Body
Approved by Governors:	July 2023
Date due for review:	July 2026

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

At our school each child is known and nurtured in our inclusive family; we value each member of our community equally. Our enriching curriculum develops the whole child to find joy in the every day. We are responsible and respectful, outward looking environmentalists who shepherd God's world and each other.

Our Values:

Compassion. Respect. Joy

Frittenden CofE Primary School Accessibility Plan Policy

Introduction

On 1 October 2012, The Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools. (For further information, see the Equality and Diversity Policy).

The Act makes it unlawful for Schools to discriminate against, harass, or victimise a pupil or potential pupil in relation to:

- Admissions
- The way we provide education for pupils
- The way we provide pupils access to any benefit, facility or service
- By excluding any pupil or subjecting them to any other

detrimentThe protected characteristics are:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

There is a still a requirement to have an accessibility plan outlining how we intend to improve access for disabled pupils to the physical environment, the curriculum and written information.

The Equality Act applies to all schools in England and Wales. (Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination regulations 2005). We are required to draw up equality objectives under the Specific Duties Regulations 2011 so that we meet the general aims of the Public Sector Equality Duty. The Accessibility Plan is reviewed every three years. The AccessibilityPlan is also compliant with current legislation and requirements as specified in Schedule 10, relatingto Disability, of the Equality Act 2010.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but relates also to events afterwards such as the provision of references, or former pupil networks.

The School's Governors and Headteacher are responsible for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Frittenden CofE Primary School.

Definition of Disability (Equality Act 2010)

"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" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA **substantial** ´means **more than minor or trivial'**. **Long-term'** means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.** All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the

definition. Normal day-to-day activity -
The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:
- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

Key Objectives

Frittenden CofE Primary School is committed to providing an environment that enables full curriculum access and includes all students, 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 reinforcing our culture of inclusion, support and awareness within the school.

• To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
• To reduce and eliminate barriers to access the facility for parents, visitors and staff with a disability.

Principles

- Compliance with the Equality Act consistent with the School's aims and equal opportunities policy and the operation of the schools SEND Policy.
- The school recognises its duty under the Equality Act:
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably than others
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan and review it at least every 3 years.
  - to ensure Governors and Staff (in performing their duties) will have regard to the Equality Act 2010

- o to recognise and value parents' knowledge of their child's disability and its effect on his/herability to carry out normal activities and respects the parents' and child's right to confidentiality.
- o to provide all pupils with a broad and balanced curriculum, differentiated and adjusted differentiated and adjusted to meet the needs of individual pupils and their preferred learningstyles, and endorses the key principles in the National Curriculum, which underpin the development of an inclusive curriculum:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups ofpupils.

Reasonable Adjustments

We aim to ensure that nothing we do as a school places a disabled pupil at a disadvantage compared to other pupils. However, where we have to do so, we make sure that we take reasonablesteps to try to avoid that disadvantage. When it is reasonable to do so, we provide auxiliary aids orservices for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.

Where an auxiliary aid is not provided under the SEN system (ie via a EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision wouldbe taken on the basis of the facts of an individual case, including cost implications. There is no legaldefinition of auxiliary aids. We interpret this to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons, which help. We include hearing loops, adaptive keyboards, and special software.

Our SEND policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.

Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g. hearing aids.

We consider that effective and practicable adjustments for disabled pupils will involve little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three-year accessibility plan, we reserve the right to deem these as unreasonable.

It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be *reasonable*. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled pupil could participate viably, but we would not cancel the trip because to do so would be detrimental to other pupils.

Physical Environment Characteristics

Site Access

1. The location of the building and entrance access are not all level with appropriate signage offers ease oforientation to the varying site uses.
2. The safety of pedestrians has been fully considered: barriers are present outside the school curb side entrance; the drive way is clear.
3. The majority of service vehicles will utilise the driveway being mindful of pedestrians who might be visiting the offices.
4. Caterlink representatives delivery services will use the kitchen external doors for deliveries.
5. There is limited on site parking available, however, 4 cars can be parked on the driveway.

Building Design & Access

The main building was constructed in 1847.

- The majority of the corridor is on one level.
- There are steps up in to Wells and Potter Class.
- There is a step down in to the end of the corridor leading out on the playground.
- Corridors are kept free from clutter.
- The classrooms are a good size and can accommodate wheelchair access, they are all carpeted, apart from Potter Class.
- The new building is on two levels and there is access to the upstairs via a lift.
- There is a disabled access to toilet and access to the playground via the double doors.

Activities in support of Accessibility

The School will undertake the following activities to progress towards and achieve the key objectives as explained in this document thus far:

a) Delivery of the curriculum

Governors should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities.

These may include:

- Consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as out of school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges.
- How threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks.
- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.

- Deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation.
- Consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success.
- Description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments.
- Consideration of the school response to pupils through the application of the SEN Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored.
- Consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted.
- Identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc, has been identified and supported.
- Identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them.
- Taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement.
- Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- Enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to include those with disabilities.
- Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance. This training will be regularly updated. Teaching Assistants will benefit from on-going training on disability issues.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts and the Private Sector.

In particular:

- staff will receive appropriate training to support pupils with specific difficulties, such asspeech and language delay
- the SENCO will ensure that staff are made aware of children's accessibility needs;
- the school will continue to provide appropriate learning resources in order to make thecurriculum fully inclusive and staff will be trained in the use of resources where required;
- School trips and residentials will be made accessible to all;
- The PE Curriculum and Resources will be developed to ensure that PE is accessible to all.

2) Physical Environment

The Governing body will want to consider and record reflection upon all areas of the **physical environment** such as:

- Changes to improve access to doors, toilets, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Changes outside of the school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devises.
- Application and progress on capital funding for major access works funded through the County Council, and details on schools' funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

The School will take account of the needs of the pupil and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of School premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

In particular:
- Staff will be made aware of children's needs, as accessibility will form part of each child's EHC (Education and Health Care Plan);
- Staff will be updated on disability equality issues periodically in staff meetings / INSET;
- Consideration of Accessibility will form part of any plans to improve, alter or enlarge thebuildings or outside areas;
- All disabled pupils will have a Personal Emergency Evacuation Plan and staff made aware of their responsibilities;
- If visually impaired children are admitted to the school, lighting and colour contrasts will bereviewed;
- where our school procedures present a problem in the future (through reasons related to disability), we will have individual meetings with parents as necessary in order to arrive at solutions which do not compromise on health and safety

3) Provision of Information

Schools are expected to increase access to information to those with disabilities. The Governing Body will decide how this is to be achieved by:

- Informing readers that school published material is available in a selection of formats and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil need.

- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities forpupils/parents who have difficulties in accessing information.
- Identifying the training needs of staff in accessible formats of information provision.

Monitoring & Evaluation

The named person in our school who is responsible for this plan is the SENDCO. The Headteacher is responsible for ensuring that this Plan is implemented and to ensure that it is fair and equal to all. The Governing Body will receive reports from the Headteacher and SENDCO on progress made.

It is the responsibility of all teaching staff to monitor the success of this Plan by ensuring that the priority areas are addressed by them in the classroom, particularly with regard to the provision of information and curriculum access.

Our Accessibility Plan and any updates will be shared with the Office Manager, whowill report to the Governing Body regarding Premises adaptations and improvements.

Linked Policies

This Plan will contribute to the review and revision of related School policies and plans below.
• Health & Safety Policy
• School Development Plan
• Supporting Students with Medical Needs Policy
• Administration of Medication Policy
• Educational Visits Policy
• Safeguarding and Child Protection Policy
• Fire Safety Policy (including PEEP assessment where appropriate)
• SEND Policy
• Curriculum Policies
• Equality Policy
• Behaviour Policy

This Policy and the Plan are also available in the following formats, on request to Headteacher: email; enlarged print version; pdf with read aloud functions and other formats by arrangement.

Appendix 1: Accessibility Audit Checklist – Physical Environments

Area	Yes	No
1. Is there any car parking on site or in the vicinity?		
2. Is there any designated parking for Disabled Parking Badge Holders? (a) Does it comply with the standard size and layout (see Appendix) (b) How far (approximately) is the designated parking from the main entrance. This should be no more than 50m (c) What is the surface of the car park (gravel, tarmac etc)? (d) Is the car park well lit?		
3. Is there a bus stop in the vicinity (within 50m)?		
4. Is the route to the main entrance clearly signed? (a) Is the route suitable for wheelchair users? (b) Are there dropped kerbs where necessary? (c) Is this route suitably lit?		
5. Is the main entrance level, ramped or stepped? (a) If stepped are there handrails on both sides? (b) Are the nosings colour contrasted? (c) Is there a tactile warning strip at the top? (d) What is the rise of the steps? (e) What is the going of the steps? (f) How many steps in a flight? (g) Is there a ramp alongside the steps? (h) What is the gradient of the ramp? (i) What is the length of the ramp? (j) Is there a level platform at the top of the ramp		
6. Is the entrance door automatic or manual?		
7. Does at least one leaf give a minimum clear opening width of 800mm?		
8. Is the door furniture at a reasonable height (1400mm from ground level and colour contrasted from the frame? (a) If there is a doorbell or entry system, is it at a reasonable height (1200mm from ground level)? (b) Is the entrance mat of firm texture and flush with the floor? (c) Is there a vision panel at wheelchair level?		

9. Is at least part of the reception desk at a wheelchair accessible height?		
(a) Is there a hearing induction loop or other amplifying device fitted in reception?		
(b) Is there any seating in the waiting area?		
(c) If yes, is there a mix of seats with arms and seats without arms?		
(d) Is there space for a wheelchair user to wait?		
10. Is all the ground floor accessible?		
11.Is there a lift in the building? (a) a full passenger lift? (b) If a passenger lift does it comply with Part M (see Appendix B) (c) a platform stair lift? (d) a platform lift?		
12. Is the staircase suitable for ambulant disabled people (a) What is the rise of each step? (b) What is the going of each step? (c) Are the nosing of each step colour contrasted (d) How many steps in each flight? (e) Are there any intermediate landings? (f) Are the handrails continuous on both sides? (g) Do the handrails extend 300mm past the top and bottom steps?		
13. Do all internal doors give a minimum clear opening width of 750mm?		
14. Is the door furniture at a reasonable height? (a) Is there a vision panel at a wheelchair height?		
15. Are there any internal ramps in the building? (a) If yes what are the gradients? (b) What are the lengths of the ramps? (c) Are handrails on the ramps		
16 Is there a wheelchair accessible WC cubicle? (a) Does it comply with the minimum dimensions of 2000mm x 1500mm? (b) Does it comply with the dimensions in BS 8300 2200mm x 1500mm? (c) Are the grab-rails colour contrasted from the background? (d) Are the hand washing and drying facilities within easy reach of anyone sitting on the WC? (e) Is there an emergency pull-cord that reaches down to the floor?		
17. Is there a textphone in the building?		

	Yes	No
18. Is there a public telephone? (a) Is it at a reasonable height for wheelchair users (car or coin slot 1200mm from floor level? (b) Does it have an acoustic hood?		
19. Is the main hall fitted with a hearing induction loop?		
20. If kitchen facilities are available are they at a wheelchair accessible height?		

Appendix 2 Accessibility Audit Checklist – Curriculum and Materials

Date:

	Yes	No
Section A - Curriculum		
1. Do you ensure that teachers & teaching assistants have the necessary 2. training to teach and support disabled pupils?		
3. Are your classrooms optimally organized for disabled pupils?		
4. Do lessons provide opportunities for all pupils to achieve?		
5. Are lessons responsive to pupil diversity?		
6. Do lessons involve work to be done by individuals, pairs, groups & the 7. whole class?		
8. Are all pupils encouraged to take part in music, drama & physical 9. activities?		
10. Do staff recognize and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
11. Do staff recognize and allow for the additional time required by some disabled pupils to use equipment in practical work?		
12. Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
13. Do you provide access to computer technology appropriate for 14. students with disabilities?		
15. Are school visits, including overseas visits, made accessible to all 16. pupils irrespective of attainment or impairment?		
17. Are there high expectation of all pupils?		
18. Do staff seek to remove all barriers to learning and participation?		

	Yes	No
Section B – Materials		
19. Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		

20. Do you have the facilities such as ICT to produce written information in different formats?		
21. Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		