



# Accessibility Plan 2018

Rooted in the community. Branching into the future.

Learning together within a Christian environment.

We believe that children's full potential is best achieved when we  
all work together.

# Flockton CE (C) First School

## Accessibility Plan 2018

### Introduction

This plan is drawn up in accordance with the planning duty in the Equalities Act 2010. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils' issued by the DfES in July 2002, since when it has been illegal to discriminate against disabled pupils in respect of:

- Admissions
- Education
- Services
- Exclusions

It should be read alongside the 'Accessibility Strategy for Students with Special Educational Needs and Disabilities in Kirklees 2015 -18'; the school SEN policy and the School SEND Report, all of which is available on our website.

Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part 4 of the Equality Act, formally the Disability Discriminations Act:

- Not to treat disabled pupils less favourably for a reason relating to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

### Definition of Disability

Disability is defined by The Equalities Act 2010 [EA]:

'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'.

At Flockton CE (C) First School, we understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs.

### Aims

Flockton CE (C) First School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils;
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama;
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate;
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly;
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities;
- planning the physical environment of the school to cater for the needs of pupils with disabilities;
- raising awareness of disability amongst school staff (teaching and non-teaching);
- by providing written information for pupils with disabilities in a form which is user friendly;

- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language;
- by examining our library and reading books to ensure that there are examples of positive images of disabled people;
- by encouraging participation by disabled persons in public life;
- by promoting positive attitudes towards disabled persons. This means not representing people in a demeaning way or pretending that they don't exist.

### **The Scope of the Plan**

The plan covers three main strands:

- To improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
- To increase the extent to which disabled pupils can participate in the school's curriculum.
- To improve the delivery of information to pupils and adults with disabilities.

### **Principles**

Compliance with the EA is consistent with the school's aims and equal opportunities policy, and the operation of our SEN policy. We recognise our duty under the EA:

- 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
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish this Accessibility Plan

In performing their duties, governors and staff will have regard to the Equality and Human Rights Commission (2007)

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils, and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

## **STRATEGIES TO ACHIEVE AIMS**

### **Education and Related Activity**

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

We will liaise with parents at least once a term to discuss individual needs and targets for pupils with a disability, as stated in the school SEN policy.

The SENCO, Class Teachers and Teaching Assistants will receive appropriate training where necessary to address the needs of individual children. This will be planned where possible in advance of the child attending Flockton CE (C) First School. Training for staff will be reviewed annually.

The SENCO will liaise with teachers and support staff to aid planning for individual pupils. Progress will be reviewed half termly as part of the school's normal SEN policy and planning.

The governor with special overview of SEN will be kept informed and involved of matters and developments relating to inclusion and accessibility.

### **Physical Environment**

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

The Resources Committee will ensure that any building/minor works will take account of the needs of all users of the school building, consulting with staff, parents and pupils where appropriate.

Wherever significant works are planned, expert advice from the LA is sought. Work is prioritised always with health and safety, security and accessibility principles uppermost in mind.

The progress any planned building works is reported by the School Business Manager, first to the Resources Committee. Work is evaluated by the Committee on best value principles and then a report is made available to the full governing body.

### **Provision of Information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The SENCO and class teacher will work together to assess individual needs to determine what specific resources will be required to enable children to access the curriculum.

Through the school, enlarged print papers will be produced for pupils and for parents with visual impairment. The teaching assistants and Office staff will be responsible for this. Further adaptations in braille or on tape will be produced through Kirklees Council wherever possible.

Reporting to the Governing Body on the provision of information consistent with the aims and objectives of the accessibility plan will be the responsibility of the Headteacher.

### **Financial Planning and Control**

The Headteacher and Senior Leadership Team, together with the Children and Families and Resources Committees will review the financial implications of the School Accessibility Plan as part of their normal budget review process. The school Accessibility Plan will, over time, be incorporated into and will become part of the School Improvement Plan.

### **Linked Documents**

This plan will inform review and revision of these related policies:

- School Improvement Plan
- SEN policy
- Equality Policies
- Curriculum policies
- Health and Safety policy
- Curriculum Policies

### **Responsibilities**

The accessibility plan will be reviewed annually by the Headteacher in consultation with the SENCO and governors' Resources committee.

Updated: April 2015

Reviewed 19<sup>th</sup> June 2017; 5<sup>th</sup> March 2018 by: N Cappleman (Headteacher / SENCO) and the Resources Committee

