



Flockton C of E (C) First School

ROOTED IN THE COMMUNITY
BRANCHING INTO THE FUTURE

Accessibility Plan 2019 - 2022

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 2019 - 2022

Introduction

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

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 2018 - 21'; the school SEN policy and the School SEND Report, all of which is available on our website.

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.

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

Aims

Flockton CE (C) First 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.

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;
- ❖ working with the LA to set an 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 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.

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 pupils, parents, staff and governors of the school.

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 Equalities Act is consistent with the school's aims and equal opportunities policy, and the operation of our SEN policy. We recognise our duty under the Equalities 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
- ❖ 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

Aim	Actions Needed	Timescale
<p>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.</p>	<ul style="list-style-type: none"> • Due to the lack of natural light in Apple Class following building work adjacent; investigate upgrade to current lighting. Liaise with LA re possible use of S106 funding for this. • Ensure disabled parking bays are clearly demarcated. • Introduce parking permit cards for staff at school, pre-school and parents who need access to reduce confusion around access to parking areas in school. • Review access to all areas of school in view of new housing developments within the village. 	<p>Dependant on funding. Summer 2020 Autumn 2019</p> <p>Dependant on funding</p>
<p>To increase the extent to which disabled pupils can participate in the school's curriculum.</p>	<ul style="list-style-type: none"> • Support the children to become more aware of their own learning styles and access to the curriculum through further development of the outdoor learning areas. • Deliver staff CPD on use of outdoor environment to support varying learning needs. • Introduce revised curriculum package with emphasis on enabling all learners to access a wide range of learning experiences. • Use revised curriculum package to promote positive attitudes to disability. Audit resources for positive images of disability. 	<p>Summer 2019</p> <p>Autumn 2019 Summer 2020</p> <p>Summer 2020</p>
<p>To improve the delivery of information to pupils and adults with disabilities.</p>	<ul style="list-style-type: none"> • Ensure all documents circulated by school can be accessed by parent/carers and members of the community with visual disabilities. Identify and use clear font type and size. Ensure background and text colours used on websites, social media etc are clear. 	<p>Summer 2020</p>

Financial Planning and Control

- The Head Teacher 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 is 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 Head Teacher in consultation with the SENCO and governors' Resources committee.

Updated: April 2015

Reviewed 5th March 2018; 7th May 2019 by: N Cappleman (Head Teacher / SENCO) and the Resources Committee