

Accessibility Plan

STATUTORY

Date	Review Date	Lead	Nominated Governor	Approved
Jan 2024	Jan 2027	Headteacher/ Inclusion Manager	SEND Governor	GB 05.02.24

Aims

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

Our 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. At Foxdell, we empower our children to be creative, confident individuals who are enthusiastic and proud of everything they achieve; whether it is writing, maths art or music, we believe all children should have the opportunity to excel in an inclusive environment. The unique contribution every child brings to our community is valued. The achievements, attitude and well-being of every young person is paramount – the children of Foxdell are at the heart of all that we do.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: staff and governors of the school.

Definition

A special educational need is any factor which hinders the child's learning and progress. A child has a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of children of the same age; or
2. Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning disability solely because the language or form of language of their home is different from the language in which they will be taught.

See section 312, Education Act 1996

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Current Good Practice

- We ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.
- All entrances to both sites are either flat or ramped and have wide doors. The reception areas on both sites are fully accessible for wheelchair users.
- The school has internal emergency signage and escape routes are clearly marked.
- Provision for accessible toilets for children and adults – 2 accessible toilets available for children, staff and parents on each sites
- Provision of particular furniture and equipment to improve access
- Changes to the layout of common areas
- Improvements to lighting, signage, colour contrast, acoustic environment, floor coverings
- We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult.
- Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.
- We consult with experts when new situations regarding pupils with disabilities are experienced.

Resources used to support pupils with a disability

- Large print
- Makaton sign language
- Simplified language
- Audio tape
- Video tape
- Symbol systems etc., PECS (Picture Exchange Communication System)
- Text on colour backgrounds yellow/blue is favourable for those with vision impairments/dyslexia

Identifying the appropriate format must take into account:

- Pupils' impairments
- Preferences expressed by pupils and parents
- Access to specialised formats eg., large print, bold lines in books

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Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Curriculum Access				
Early identification of SEMH and behavioural needs are met using the Emotional Support available in the school (Thrive, Drawing and Talking), reducing the risk of exclusion and removing barriers to learning	All staff receive Attachment and Trauma Training Teachers and non-teaching staff have necessary training to teach and support pupils: SEND Code of Practice, High Quality Teaching, Thrive Approach, Adaptive Teaching, Scaffolding, Widgit and Colourful Semantics Training Identify resources/ assessment to enable the early identification of SEMH. Support and training for staff to assess SEMH needs and to work on class targets. Review and monitor Zones of Regulation	Inclusion Manager SLT	Annual audit of staff needs – training provided as needed- Ongoing	Effective support is in place for pupils with SEMH and behavioural needs
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support staff/intervention teacher Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL.	Inclusion Manager	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed
Become a 'dyslexia friendly' school	Dyslexia training for all staff	Inclusion Manager	Sep 2024	Dyslexia friendly school
Training for staff on increasing access to the curriculum for all pupils	Epipen training Intimate care policy and training for staff Training from SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team Access to courses, CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc. Organise appropriate training when children with specific disabilities attend the school	Inclusion Manager	In place and ongoing	Increased access to the curriculum Needs of all learners met Maintain records of staff trained

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Adaptations to the curriculum to meet the needs of individual learners	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Use of access arrangements for assessment/ National tests	Inclusion Manager YGLs	In place and ongoing	Needs of all learners met enabling positive outcomes
Physical Environment				
Maintain safe access around exterior of school	To add visual markings on steps at the junior site Long term -Disabled parking bays to be added to car park at both sites Long term – Access to the field could be improved at the juniors with a ramp if needed (currently accessible).	School Business Manager	In place and ongoing	People with disabilities have safe access to school.
Installation of Y6 corridor	Local Authority approval and tender	Business Manager Premises Manager	Summer 2024	Health and Safety Y6 able to move safely through the school
Decoration plans to take into consideration colour contrasts – particularly on doors and suitable floor coverings	Ensure that decoration plans in the future consider colours in relation to partially sighted pupils with yellow lines on floor and suitable flooring for wheelchairs	Business Manager Premises Manager	In place and ongoing	Decoration is suitable and the environment is not over stimulating
Improve acoustics in the Dining Hall	Lower the echo/sound levels in the Dining Room particularly for those pupils for whom loud noise is a problem eg., autism	Business Manager Premises Manager	In place and ongoing	Sound levels in the Dining Room have been reduced to make it comfortable for all
Written Information				
Ensure documents are accessible for pupils with visual impairment	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Class Teachers YGLs Inclusion Manager	In place and ongoing	Pupils able to access all school documentation
Access to Work	Contact Access to Work as and when required to meet the needs of individual staff members	Personnel Manager Headteacher	In place and ongoing	Staff members are supported effectively to meet their needs in accessing work

Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board and the head teacher.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- SEND policy