



Falconhurst School

Accessibility Plan and Policy

Reported to FSP: June 2019

Review Date by FSP Governors: June 2022



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1. 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.

1. All children are of equal value
2. We recognise, respect and value difference and understand that diversity is a strength
3. We foster positive attitudes and relationships
4. We foster a shared sense of togetherness and belonging
5. We have the highest expectations for all our children
6. We work to raise standards for all pupils, especially for the most vulnerable
7. We observe good equalities practice for our staff

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.

The school supports any available partnerships to develop and implement the plan; including external health professionals and advisory bodies for staff and children alike.

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.

2. 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 reasonable adjustments to premises.

3. Action plan

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

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|---|--|---|--|--|
| Increase access to the curriculum for pupils with a disability | <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>Raise awareness and 'comfortable acceptance' of disability amongst pupils of all ages (<i>Short Term</i>)</p> <p>Enable all children to learn basic signing where a need exists in the year group for one or more pupils (<i>short term</i>) and then share with other children within the key stage (<i>medium term</i>).</p> | <p>Curriculum resources, models and examples include examples of people with disabilities.</p> <p>Link to Single Equality Policy, establish staff training led either by a trained member of staff or a parent with knowledge and expertise, discuss implementation plan with SLT and inclusion within curriculum maps</p> | <p>AHT for Curriculum & SENDCo</p> <p>HT, AHT for Aspiration and Achievement, SENDCo and Miss Smith</p> | <p>Annual mapping completed by Dec '19</p> <p>June 2020 and from Sept 2020</p> | <p>Pupil conferences during Spring evidence positive impact of actions amongst children of all ages</p> <p>Children from the first round of signing training are able to use their signing in a meaningful way – whilst singing at Christmas for parents and when interacting in class with disabled peer.</p> |
| Improve and maintain access to the physical | The environment is adapted to the needs of pupils as required. | Improve provision of activities in outdoor environment for children | Consideration within the re-design of the Early Years playground for | SBM and EYFS Lead | In phases with completion | Children in need of physical support to access outside |

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| environment | <p>This includes:</p> <ul style="list-style-type: none"> • Ramps to external doors from the playground • Elevator for access to the new build upper floor • Evacuation Chair • Corridor width • 'Designated' parking bay for disabled access • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height | with physical difficulty | <p>accessible playing stations and equipment</p> <p>Explore the cost implications and potential for ramp access to the Hall</p> | SBM and HT | by Dec' 20 July 2020 | <p>environment and play are fully engaged</p> <p>Access to the Hall is available to all, including wheelchair users, without the need to go through Early Years.</p> |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. This includes some:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations | Increase range of communication methods to ensure accessibility for more people in school | <p>Internal signage to be replaced with words and images over a phased period of time from June '19 to completion in Dec '20.</p> <p>Internal Signage to be at an accessible height for children to read</p> | HT, SENDCo, AHT for Aspiration and Achievement, Office Team | Dec '20 | Signage around school is |

4. 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 Finance, Staffing and Premises Governors Committee

5. Links with other policies

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

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

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|---------------------------|---|---|--|-----------------------------|
| Number of storeys | Lower, Ground and Upper Floor connected with 6 stairwells | Stairwells to be checked for visibility markings and fully adhered linoleum to avoid trips | Site Agent | September '19 |
| Corridor access | Mostly clear but congested with coats and bags which have fallen off pegs | Review where pegs are cited and explore options for storage which would reduce clutter and improve safe movement for all either on foot or with an aid. | Site Agent with support for funding from SBM | September '21 |
| Lifts | 1 lift available for staff and children as required | Ensure that the lift has an annual maintenance check | Site Agent | Ongoing from July '19 |
| 'Designated' Parking bays | Not a formal bay by the first side gate, but custom and practice designates it for the school | Weatherproof signage to be produced in the event of the bay being 'designated' for a disabled driver or drop-off | HT and Site Agent | When Required |
| Entrances | All doors are wide enough for wheelchair access | Half Yearly environment check that entry and egress through doors is not impeded by clutter or furniture | Site Agent | Ongoing from July '19 |
| Toilets | Located at the entrance and far end of the school | Ensure that emergency pulls are operational and that they are checked as part of a termly inspection rota | Site Agent | Ongoing from Sept' 19 |
| Internal signage | Refer to action point above in the plan | | | |
| Emergency escape routes | Located around the building | Ensure that Evacuation plans for relevant staff and children are updated at least annually | HT, SBM and SENDCo | Ongoing from October '19 |

