**Fearnville Primary School**



**Accessibility Policy**

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| **Title of Policy** | Accessibility Policy |
| **Date of adoption** | Summer 2018 |
| **Originator** | Nurture Trust |
| **Date of review** | Summer 2020 |
| **Additional information** | **Headteacher**  Andrea Gray  **Deputy Headteacher**  Sarah Bowe  **Named Governor**  **Chair of Governors**  Gareth Logan |



**Fearnville Primary School**

**School Accessibility Plan**

**Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

**Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“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.”

**Key Objective**

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

**Principles**

* Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy;
* The school recognises its duty under the DDA (as amended by the SENDA):
  + 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 an Accessibility Plan.
    - * In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

* + - * 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 their preferred learning styles; and endorses the key principles in the National Curriculum 2000 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.

**Activity**

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

1. **Education & related activities**

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

*The AHT for Inclusion and AHT for Curriculum work alongside the SENCo to ensure that an appropriate and accessible curriculum is followed. The school commissions support from outside agencies.*

1. **Physical environment**

The school will take account of the needs of 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 more accessible facilities and fittings.

*The school commissions Bradford Council’s Facilities Management to ensure the building is fit for all users.*

1. **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.

1. **Financial planning and control**

The Headteacher and Business Manager along with the Senior Management Team, together with the Finance and General Purposes Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time the School Accessibility Plan will be integrated into the School Improvement Plan.

**Access Plan**

See attached (Appendix 2)

**Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

* School Improvement Plan.
* Staff training and development plan.
* Building and site development plan.
* SEN policy.
* Equal Opportunities policy.
* Curriculum policies.
* Governor’s Action plan.

**Appendix 1**

Date of Plan : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Review : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Member of staff responsible: Headteacher

Governors & Committees responsible: Chair of Governors, with the Vice Chair of Governors, the Senior Management Team, and the Chair of: Buildings Committee, Curriculum Committee, Finance Committee and Personnel Committee.

*This plan was drawn up by the Headteacher and Chair of Governors,*

The following were consulted on the plan:

- Governors date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- Teaching Staff date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- Support Staff date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The plan was approved by the governing body on:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 2 School Access Plan

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| --- | --- | --- | --- | --- | --- |
|  |  | **item** | **Active ingredient** | **timescale** | **Comments** |
| **Education and related activities** | **1** | **To provide a quality curriculum which meets the needs of all pupils** | **Staff meetings to redesign the curriculum** | **Academic year 19-20** |  |
| **Physical environment** | **2** | **Provide a relaxing staffroom where staff are able to recharge their resilience enabling quality teaching and learning in school** | **To design, budget and implement changes to this environment** | **Autumn term 2019-20** |  |
| **Physical environment** | **3** | **To provide a quality working space for the leadership team** | **To provide furniture for the SLT office**  **To provide furniture for the AHT office**  **To provide furniture foe the Professional’s office**  **To provide furniture foe the meeting room** | **Autumn term 2019** |  |
| **Provision of information** | **4** | **To provide a quality online service for all the school community** | **To launch a new website with**  **Access to a twitter account**  **To launch parental access through Tapestry** | **Autumn 2019** |  |
| **Financial planning and control** | **5** | **Create a financial plan for the year 2020 – 21 to ensure that accessibility is maintained and improved for all stakeholders.** | **Discuss with the trust financial team**  **Discuss with the local Governing body** | **Summer term 2020** |  |

Fearnville Primary School

Statement of intent

This plan outlines the proposals of the governing body of Fearnville Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

* Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
* Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

* Parents of pupils
* Employees
* Governors
* External partners