

Accessibility plan

Francis Askew Primary School



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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 pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

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 Francis Askew Primary School, our SEND provision is driven by a commitment to ensuring that every child, regardless of their individual needs, has the opportunity to thrive and achieve their full potential. Our inclusive approach is centered around five key curriculum drivers: Resilience, Expression, Aspirations, Citizenship, and Health.

Resilience: We equip our SEND pupils with the skills to face challenges with confidence, developing perseverance and a positive mindset that enables them to overcome barriers in their learning and personal growth.

Expression: We nurture our SEND learners' ability to communicate their thoughts, feelings, and ideas in various forms, ensuring they have the tools and confidence to make their voice heard and contribute meaningfully to their school community.

Aspirations: We encourage high expectations for all our SEND pupils, supporting them in setting and achieving personal goals that foster self-belief, ambition, and a sense of purpose in both their academic and personal lives.

Citizenship: We develop a sense of belonging and responsibility in our SEND learners, promoting social inclusion, respect for diversity, and an understanding of their role within the wider community.

Health: We prioritise the physical and emotional well-being of our SEND pupils, providing tailored support that promotes a healthy lifestyle, self-awareness, and emotional resilience, enabling them to thrive both in and out of the classroom.

Through our holistic approach to SEND, we ensure that each child is provided with the personalised support they need to succeed academically, socially, and emotionally, preparing them for a happy and fulfilling future.

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.

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.



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 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.



3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 		<ul style="list-style-type: none"> • To ensure that all pupils make at least good progress. • To ensure that the provision is effective for all pupils, including pupils with SEND, to achieve. 	<ul style="list-style-type: none"> • Lesson monitoring visits • Book moderations • CPD to be delivered to enhance staffs' 	M Dale	Continuously (until July 2025)	<ul style="list-style-type: none"> • All pupils will be able to access elements of their learning independently. • Assessments will show that all pupils make at least good progress. • Pupils with SEND achieve the targets set out in their provision maps on a consistent basis.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Evac Chair • Disabled toilets and changing facilities • Footrests • Writing slopes 		<ul style="list-style-type: none"> • To ensure that all pupils can access the physical environment. 	<ul style="list-style-type: none"> • Make staff aware of pupils who require additional support to access the information being shared. • Seek advice from relevant external professionals (OT, IPaSS). • Identified pupils to have Personal Emergency Evacuation Plans. 	M Dale	<ul style="list-style-type: none"> • September 2024 • Referrals made throughout the academic year 	<ul style="list-style-type: none"> • Pupils with physical disabilities will be able to access the environment appropriately due to adaptations being made. • Pupils with physical disabilities are able to evacuate the building safely following their Personal Emergency Evacuation Plan when needed.
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations 		<ul style="list-style-type: none"> • To ensure that all pupils can access the information being shared with them. 	<ul style="list-style-type: none"> • Make staff aware of pupils who require additional support to access the information being shared. • Seek advice from relevant external professionals (SALT, Northcott) 	M Dale	<ul style="list-style-type: none"> • September 2024 • Referrals made throughout the academic year 	<ul style="list-style-type: none"> • Pupils will communication difficulties will be able to access the environment appropriately due to adaptations being made.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Matthew Dale (SENCO).

It will be approved by Laura Martin (Head of School).

5. 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
- SEND policy
- Supporting pupils with medical conditions policy

