



Frizinghall Primary School

Accessibility Policy and Plan

Approved by the governing body on:

Autumn 2 2023

To be reviewed on:

Autumn 2 2026

Signed on behalf of the governing body:

D. Servant

Accessibility Policy and Accessibility Plan

Frizinghall Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The Purpose of the Plan

The purpose of this plan is to show how Frizinghall Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Definition of Disability

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

What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEND Policy, both of which can be accessed via our website.
2. Frizinghall Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors,

regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3. The Frizinghall Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Equality and Diversity Policy
- Health & Safety Policy
- SEND Policy
- School Development Plan

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through the F&GP Committee and reported to the Full Governing Body

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

November 2023

Plan

Target	Strategies	Timescale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils, as part of the APDR planning and implementation process, as required</p> <p>Through strong links with the community and through welcoming dialogue with other stakeholders, the school is responsive to meeting the needs of its community</p> <p>The school ensures that staff are provided with the CPD they need to meet the needs of different pupils; where appropriate, this</p>	<p>The school is continually responsive to the needs of the community it serves and its staff team</p> <p>Parent meetings, pupil engagement, recruitment processes and induction will ensure this process is dynamic</p>	Head, SENDCo, teachers	<p>APDR plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>

	<p>training is completed in conjunction with other professionals e.g. Occupational Therapists</p>			
<p>All school activities and events are inclusive to all</p>	<p>Review each visit and activity to ensure all needs are considered; the findings then reflected in related the risk assessments</p> <p>Small groups to be arranged as appropriate</p> <p>Additional activities to be planned in response to identified needs</p>	<p>As required</p>	<p>Head, SENDCo, teachers</p>	<p>Pre-visit forms and visit risk assessments show how visits have been made inclusive</p> <p>Planning for events/activities, and the associated risk assessments, demonstrate what steps have been taken to ensure inclusivity</p>
<p>Layout of school carefully considered to allow access for all pupils, staff, parents/carers, visitors to all areas</p>	<p>Consider needs of disabled pupils, parents/carers, staff or visitors and what access they need to the school site</p> <p>Make use of ramps available (Y3/Y4 entrance; EYFS entrance; one KS1 classroom) and dropped curbs from Salisbury/Midland</p>	<p>As required</p>	<p>Head, Governors, SBM, Site Supervisor</p>	<p>Access for all; the school is responsive to the needs of all members of its community and any visitors</p>

	<p>Road to plan easiest access to site for different individuals</p> <p>If needed, different parts of the site utilised e.g. Community Room used for meetings because access is more wheelchair friendly than route through office area</p> <p>Where appropriate, work closely with other professionals e.g. Visual Impairment Team</p>			
Provide a disabled parking bay for staff/parents/visitors	A suitable space within the car park is designated for disabled use	Markings for disabled space reviewed and maintained as needed	Head, SBM and Site Supervisor	Disabled drivers have a designated parking space, which stops them from needing to park on the roads around school

<p>Additional signage – at an appropriate height - is displayed around the school site so that the route to the school office is clearly marked, from different vantage points</p>	<p>In consultation with different stakeholders, additional signage is purchased and displayed</p>	<p>As required</p>	<p>Head, SBM and Site Supervisor</p>	<p>All visitors to the school site can easily navigate themselves to the school office</p>
<p>Website accessible to all</p>	<p>Website information displayed – wherever possible – in a format that is suitable for all</p>	<p>Ongoing</p>	<p>Governors, Head, Deputy Head and website hosts</p>	<p>All visitors to the website can access required/ desired information</p>
<p>An additional hygiene room is added to the KS2 floor</p>	<p>Review the suitability of the current disabled toilet becoming a hygiene room</p> <p>Plan and fund work, as needed</p>	<p>Work to be completed by November 2024</p>	<p>Head, SENDCo, school business manager</p>	<p>KS2 pupils, who require intimate care support, do not need to use the current hygiene room located in EYFS.</p> <p>This will reduce the amount of time lost, due to moving around the building, for intimate care support.</p>