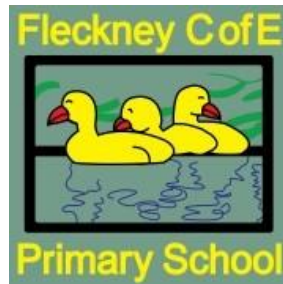


Fleckney C of E Primary School

Accessibility Plan



Let your light shine Matthew 5:16

Be the best that you can be

Our Vision

Fleckney Church of England Primary School is a place where kindness, compassion and respect are at the heart of everything we do. We aspire for everyone to thrive, flourish, and achieve our full potential in every aspect of school life. Through our Christian values, we nurture self-confidence, resilience and a sense of community so that we have an understanding of our place and ourselves in the wider world.

Date of Policy: February 2025

Drafted by: Josh Richards

Approved by: Gareth Robinson

Date of Review: Spring 2027

Aims:

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Governing Board and Headteacher are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

Definition of Special Educational Needs:

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

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

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's and Equality Statement, Objective and Policy and this Accessibility Plan explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

Legal Background:

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Fleckney CE Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

This plan sets out the proposals of the Governing Body of the school to increase access to education for SEND pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events.

The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe. Fleckney CE 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.

Contextual Information:

All of the school building and playground is accessible for a child in a wheelchair.

The Current Range of Disabilities within Fleckney CE Primary School:

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder (ASD), severe food allergies, visual impairments and diabetes.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. A school inhaler is kept in the office.

Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff in the class medical boxes. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. This is in-line with the schools two policies: 'Medical Administration Policy' and 'Supporting Pupils with Medical Conditions Policy'.

Fleckney CE Primary School Accessibility Plan 2025-2027

Equality and Inclusion			
Targets	Strategies	Timescale	What will success look like ? (RAG)
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	<ul style="list-style-type: none"> - Clerk to governors to add to list for FGB in Autumn Term. - On agenda in H&S committee meetings - Review of plan done in final FGB - H&S Governor responsible for SEND to ratify and monitor plan 	<ul style="list-style-type: none"> - Two times a year at FGB - Annually reviewed by governors. - Termly item on agenda for H&S committee 	<ul style="list-style-type: none"> - Adherence to legislation - Constant monitoring and adaptations to working documents
To ensure that all policies consider the implications of disability access.	<ul style="list-style-type: none"> - Consider during review of policies. - Review checklist to be devised to include SEND 	<ul style="list-style-type: none"> - Ongoing in review cycle - Sum 2025 	<ul style="list-style-type: none"> - All policies to reflect current legislation. - All policies are inclusive - All new policies have a inclusive statement
To ensure child recovering from serious medical condition has minimal risk of contracting infections.	<ul style="list-style-type: none"> - Parents to be reminded of need to inform school of infections that might cause problems - Constant reminder of when to keep children off school - Posters emailed to parents 	<ul style="list-style-type: none"> - On-going - When necessary - Sum 2025 	<ul style="list-style-type: none"> - Parents to be sent email about infections they need to let us know about: measles, foot and mouth, scarlet fever. - Parents to keep children away from school if certain infections occur. - Parents to send child to school is not an infectious diseases.
Physical Environment			
Targets	Strategies	Timescale	What will success look like ? (RAG)
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	<ul style="list-style-type: none"> - Audit of accessibility of school buildings and grounds by Governors and site manager. - Suggest actions and implement as budget allows. 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Modifications will be made to the school building to improve access. All children with physical disability will be able to access all of school
To ensure accessible parking for all stakeholders where needed.	<ul style="list-style-type: none"> - Disabled members of staff and visitors have a place to park in the staff - The gate into the 	<ul style="list-style-type: none"> - On-going 	<ul style="list-style-type: none"> - There is a place for disabled members of staff and visitors to park throughout the school day.

	school car park can be opened to allow people with mobility issues/ wheel chairs to access the main school building		- The school is always accessible to all our community who have mobility issues.
To ensure the whole school can be evacuated safely without delay.	- Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). - Children to have individual plans if needed.	- Annually, and as new children join - Three times a successful year fire drill - Once a year a successful full off-site evacuation	- All physically disabled persons can be safely evacuated. - All children who need adaptations for evacuation have a plan. All staff who work with children know the alternative arrangements.

Curriculum

Targets	Strategies	Timescale	What will success look like ? (RAG)
To continue to train staff to enable them to meet the needs of children with a range of SEN.	- SENDCo to review the needs of children and provide training for staff as needed. - SENDCo to access training from LA to support staff	- AUT 2024 - Ongoing training throughout the year	- Staff are able to meet the needs of children in school. - Staff undertake training to support needs of children: SEMH, Team Teach etc.
To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	- Review provision of trips - Site visits to trips to ensure accessibility. - Ensure compliance - Offer bespoke clubs to ensure offer is inclusive.	- On-going - Annually - Reviewed termly	- All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. - All SEND and PP children to access (or have a choice to access) all trips - All SEND and PP children to access at least 1 after school club in academic year 24-25
To provide specialist equipment to promote participation in learning by all pupils.	- Audit current specialist equipment in school - Assess the needs of the children in each class. - Provide equipment where needed	- Spr 25 - Termly by SENDCo - When needed	- All children will have access to specialist equipment which support them accessing all areas of the curriculum. - Children will develop independent learning skills.
To meet the needs of individuals during statutory end of KS2 tests and Year 4 MTC.	- Children will be assessed in accordance with regular classroom practice - Adaptations to be applied in MTC - Time applied for in KS2 SATS	- On-going	- Barriers to learning will be reduced or removed, enabling children to achieve their full potential.

Other

Targets	Strategies	Timescale	What will success look like ? (RAG)
<p>To ensure that all parents and other members of the school community can access information.</p>	<ul style="list-style-type: none"> - Written alternatives to information sent out to parents - Accessible website. Options for different language, larger font etc, overlay. - 	<ul style="list-style-type: none"> - As needed - Sum 2025 	<ul style="list-style-type: none"> - Written information will be provided for parents as an alternative. - Website will have options for different language / translate. - Bigger font on website as requested
<p>To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.</p>	<ul style="list-style-type: none"> Staff to hold parents' evenings by phone or online. - Send home written information to parents who can not attend parental events. 	<ul style="list-style-type: none"> - Termly parents' evenings - As and when required 	<ul style="list-style-type: none"> - All parents are informed of child's progress - All parents know how to support at some - 100% attendance for PE.