



ACCESSIBILITY PLAN

Love each other, as God loves us. John 15:12

At Frodsham CE Primary School we endeavour to:

- Create a warm and welcoming ethos centred on shared Christian values.
- Develop happy, confident and resilient children who show respect for themselves and others, and make a positive contribution to their community.
- Make learning fun inside and outside of the classroom by providing a broad range of exciting and rich learning experiences which challenge and motivate all children.
- Recognise every child is unique, meet their individual needs and celebrate their achievements.
- Encourage all to be the best they can be.

Presented to Staff and Governors: March 2024

Next Review: March 2027

Person(s) Responsible: Estates Committee

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.

Accessibility Plan

LEGAL FRAMEWORK AND BACKGROUND TO THE ACCESSIBILITY PLAN FOR DISABLED CHILDREN

The Equality Act 2010 requires schools to carry out accessibility planning for disabled pupils aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

This plan show how the staff, governors and families at Frodsham CE Primary School intend, over time, to increase the accessibility of all areas of our school for disabled pupils.

Definitions

Under the terms of the Equality Act 2010, a disabled person is defined as

'someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'

The definition includes children and young people with physical or sensory impairments, such as those with a hearing or vision impairment, or who have physical disabilities. It also covers chronic medical and mental health conditions, such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV.

It is our duty not to discriminate against disabled pupils and prospective pupils in the provision of education and associated services in respect of admissions and exclusions. There is no requirement to alter physical features.

What does this mean for our school?

1. The Curriculum - ensure that the extent to which pupils can participate in the curriculum is maximised.
2. Increase access to written information.
3. Increase physical access

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The Accessibility Plan covers the three main strands of the planning duty:

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance. This strand of the planning duty will help to improve access to a full, broad and balanced curriculum.

It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility plan will help to ensure that the school is planning and preparing to respond to the particular needs of individual pupils.

The school will continue to seek and follow the advice of Cheshire West and Chester's (CWaC) services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets, washing facilities, lighting, ventilation, floor coverings, signs and furniture.

Frodsham CE's school buildings are well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor, however there are steps to access Y4 and Y6;
- all public-access rooms, including front and both playground entrances, toilets, library, The ELSA room and hall are on the ground floor, with no steps;
- a disabled toilet is available for all members of the school community and visitors to the school.

Physical aids to access education also cover things such as ICT equipment, writing slopes, portable aids for children with motor coordination and poor hand/eye skills such as a range of specially adapted pens and pencils. The school will take account of the needs of pupils and other users 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.

c) Provision of information in other formats.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, or through a recognised symbol system.

This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats. We will look at the needs of parents who may themselves have a physical, sensory or learning disability to determine how they can be supported in accessing essential information about the school. The school is aware of local services, including those provided through CWaC, for providing information in alternative formats when required or requested.

School Vision and Values

The aim of Frodsham CE Primary School is for all children to achieve highly, participate fully, and be happy and live life to the full. In our school we aim to treat each child as an individual and to provide a learning environment where everyone respects each other. We are committed to giving all of our children every opportunity to achieve the very best that they can. We value all learners equally, recognise and respect difference and aim to foster positive attitudes and relationships. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan is an important part of the school's drive to ensure equality of opportunity for all children and outlines areas for improvement and timescales for implementation. Progress towards the goals set out in the plan is reviewed annually by the Governing Body and is revised every 3 years.

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Aims of the Accessibility Plan:

Frodsham CE Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to achieve this include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum
- planning extra-curricular activities including all visits and excursions so that pupils with disabilities are able to participate fully
- establishing an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities.
- raising awareness of disability amongst all staff through appropriate training
- providing written information for pupils with disabilities in a form which is user friendly
- ensuring that our library and reading books provided positive images of people with disabilities.

Frodsham CE Primary School

We consider our popular school to be a very special place where children develop confidence and a love of learning. Christian values are at the heart of all that we do within our school. We are proud of the inclusive nature of our school where every child is valued as an individual and recognised for their unique talents and gifts.

Our school strives to achieve high standards, providing a quality education for all children. Our staff are committed and dedicated to meeting the needs of all pupils through an exciting, broad and creative curriculum that inspires a passion for learning and gives every child an opportunity to shine. Frodsham CE Primary is a very happy school and children and staff enjoy working in the friendly and caring atmosphere that the school generates.

We aim to make everyone's time at Frodsham CE Primary an enjoyable and rewarding experience full of happy memories. Every child is provided with the opportunity to develop academically, creatively, socially, spiritually and physically, including a sense of responsibility for themselves and others.

There are currently children with a range of disabilities attending Frodsham CE Primary School, including those learning disabilities, sight and hearing impairments and children with mobility difficulties. There are also a number of children with chronic medical conditions who are classed as disabled under the Equality Act 2010. At present there are no wheelchair dependent pupils, although the playground entrance to the main school building and to the nursery is wheelchair accessible.

Improving outcomes for all children is at the very heart of everything we do at Frodsham CE Primary School and increasing access to the school curriculum for children with disabilities is a key objective. Because of this we aim to support staff to develop their skills and understanding in all areas in order to promote the highest standards of teaching and learning for all children.

We aim to meet the needs of each individual child through promoting inclusion and ensuring that all children are able to participate fully in the whole life of the school.

Contributions to the Plan

The Accessibility Plan has been drawn up in consultation with children, families, school governors and staff. Meetings were held with parents and children in school participated in a whole school exercise to decide what would be helpful to all children in school. Individual children with specific needs were asked directly about how we could improve things for them.

Families of children with disabilities told us that they wanted

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- *their children to be able to do just what other children in the school could do.*
- *their children to be happy in school and well supported, so that they could join in everything the school has to offer.*
- *the school to communicate well with them so that they could work with us to plan for their child appropriately.*

They gave us examples of where we had done a good job in supporting their children by making 'reasonable adjustments' such as

- *Providing visual timetables*
- *Enlarged print books provided from the Vision Impairment Team*
- *Classroom audits by LA specialist team to provide advice about seating in the classroom, then implemented by school*
- *Providing calm areas in each classroom for 'time-out' space*
- *Providing a separate room with fewer distractions provided for a child with SEMH needs*
- *Providing a lap-tops and iPad with specialist software for children with literacy difficulties*
- *Ramp for wheelchair access*
- *Small group and 1-1 support*
- *Providing coloured lenses/overlays provided*

Who is responsible for ensuring that the Accessibility Plan is in place and followed?

The school Governing Body is responsible for:

- making sure the school complies with the relevant equality legislation
- making sure requirements of the equality Act 2010 are implemented, that there is a school Accessibility Plan in place and available on the school web-site
- monitoring the implementation and effectiveness of this plan on a regular basis (at least annually).

The Headteacher is responsible for:

- making sure the school Accessibility Plan is regularly reviewed and updated with the Governing Body
- monitoring the implementation and effectiveness of this plan on a regular basis.
- making sure the Accessibility Plan is readily available and that the governors, staff, pupils, and their parents and carers are aware of it
- making sure all staff know their responsibilities in relation to Equality Act 2010 legislation and receive training and support in carrying these out
- taking appropriate action in cases of discrimination in relation to disability.

Individual staff are responsible for:

- dealing with discriminatory incidents
- being able to recognise and tackle bias and stereotyping
- promoting equality of access
- ensuring that specialist advice is implemented for children with disability and that access arrangements are in place
- planning adapted learning opportunities
- setting challenging and aspirational targets for children with SEND
- tracking and monitoring outcomes for individual children
- avoiding discrimination against anyone for reasons covered by the Equality Act 2010

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Parents are responsible for:

- supporting the promotion of equal opportunities

Pupils are responsible for:

- following agreed school rules and guidelines
- being kind and supportive to others

Tracking and monitoring of Accessibility

Possible Accessibility issue	Actions in place	Frequency of actions	Monitoring of actions
Attainment of pupils	Data analysis and regular monitoring carried out to track pupil progress	Termly pupil progress reviews	Curriculum leaders and SLT monitor progress reviews termly
Meeting the needs of sensory impaired pupils	Work with specialist staff; provide appropriate resources e.g. coloured overlays, paper, writing boards; radio hearing device; provide support and intervention as required.	Termly pupil progress reviews	SENDCO monitors pupil profiles and interventions at least termly or more often if required
Meeting the needs of SEN children	Adapted curriculum; individual pupil profiles identifying support and targets following "assess-plan-do review" cycle.	Termly review of pupil profiles	SENCO monitors pupil profiles and interventions at least termly or more often if required
Resources	Appropriate resources to support access (including visual timetables, now and next cards, feelings cards, Makaton signs etc) Safe space available for children with social/communication/emotional needs.	Ongoing throughout year in line with pupil needs	Class Teacher to monitor resources in place
Access to the Curriculum	The school curriculum is accessible to all pupils via extra adult support during class sessions, residential visits or out of class interventions.	Ongoing tracking of pupil needs throughout the school year	Monitored by Head Teacher, SLT and individual adults who give support. Pupil needs are reassessed regularly and support adapted to suit needs.
Access through the school building	School has wide doors/corridors for accessibility; ramps outside for wheelchair access; disabled toilet; disabled parking space. Equipment	Ongoing in line with pupil needs	Monitored regularly by SLT and Site Manager.

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	provided to accommodate pupils with mobility needs.		
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What has been achieved since the LA audit in 2003?

- All staircases have secure handrails.
- The school shows flexibility where specific needs require relocation of teaching areas.
- Information is increasingly available via the school's website including the Equality Duty and Objectives.
- An audio loop was considered but not deemed helpful to the child in school and so an audio system has been provided.
- Use of learning aids (ear defenders, wobble cushions for example) to support pupils.
- New extensions to the building have ensured that the vast majority of the building is accessible to anyone with physical disability.
- A path has been laid around the school field to enable all pupils to explore the full extent of the school grounds.
- The school's newsletter is available on the website each fortnight as is an increasing range of policies and documentation.
- Children have a small repertoire of signed songs and therefore vocabulary.
- A disabled parking space has been identified and labelled.

Next steps

	Aim	Strategy	Outcome	Timeframe
Short term	Full access to school documentation and information	Continue to increase documentation available online	Ease of access to information for all	Continuing
	Increase access to school offices	Lay a path suitable for prams and wheel chairs across the front of the school and purchase a step ramp	Access to office area for all	Spring/Autumn 2010
Medium term	Consider adding signage in Braille			2011-2012
	Subject leads to ensure children with SEND have access to a broad and balanced curriculum	SENCO to lead staff meetings Create curriculum plans showing strengths and difficulties across the four areas of need. Subject leads to monitor SEN provision in their subject with the support of the	Adaptations will be made to curriculum provision. Curriculum plans providing a broad and balanced curriculum for children with SEND.	Spring term 2023 – summer term 2024

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		SENCO		
Long term	Consider wheelchair access to the Y4/ Y6 classroom	Investigate options and discuss in Estates.	Any child who attends Y4/ Y6 in a wheelchair can access the classroom.	2024-25

This policy should be read in conjunction with the following policies:

- SEN Policy
- SEN Information Report
- Health & Safety Policy
- Anti-bullying Policy
- Safeguarding Policy
- Curriculum policies

	Date	Reviewed by	Notes
Policy received	11.05.10	Estates com	2003 policy rewritten
Reviewed/amended	11.03.2024	H. Griffiths	2010 policy rewritten
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