



The Fenland Federation

Marshchapel Primary School
Grainthorpe Primary School

Accessibility Plan

This policy was ratified by the Governing Body at their meeting on 23rd January 2020

Date reviewed	January 2020
Chair of Governors	M Bell
Head Teacher	A Turner
Date of Next Review	January 2023 (Every 3 years)

Accessibility Plan 2020

At The Fenland Federation of Schools our values reflect our commitment to schools where there are high expectations of everyone. Children are provided with high quality learning opportunities so each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

Objectives

The Fenland Federation of Schools is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, 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.

The Federation recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan for physical accessibility relates to the Access Audit of the Schools, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans

showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- Site Manager

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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

The Accessibility Plan will be published on the school website and will be monitored through the Full Governing Body with the premises committee leading this area.

Improving access to the curriculum

Objective	Action	Resources	Timescale
To ensure that all children can participate in the school curriculum.	Liaise with pre-school providers to prepare for any additional needs or adjustment required for the intake of children into EYFS. Ongoing identification of children who may need additional support, reasonable adjustments or specialist resources.	EYFS release time As required	June 2020 Ongoing
To ensure all staff are confident at making reasonable adjustment to ensure all children in their class fully access all learning experiences.	Up-date staff training regularly / or as required on: Asthma Epilepsy Diabetes Autism Hearing Impairment Cystic Fibrosis Arrange training as soon as possible prior to any child joining the school with a specific medical condition.	Trainers for specialist areas or delivered in house by SENCO.	Sept 2020 As required
To ensure all specialist equipment is fit for purpose.	Audit specialist equipment. Replace and upgrade as appropriate.		

Improving access to the building

Objective	Action	Resources	Timescale
Maintain safe access around the school	Paths kept clear of overgrowing plants (front of school)	Grounds Team - maintenance of paths/ walk ways.	Ongoing.
	Consideration to be given to any changes to classroom furniture layout	Use of guidance documents	Ongoing

Improving access to written information

Objective	Action	Resources	Timescale
To ensure documentation is accessible for all parents/guardians and pupils	Regular review of all documentation; Hard copies School website.	Checklist of good practice – font type and size, colour of background etc.	On going