



Accessibility Plan

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils and their parent/carer.

Frances Olive Anderson C of E Primary 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.

We are committed to:

- actively tackling discrimination, and promoting equal opportunities and good community relations; (this may be pupils of the school or their families)
- encouraging, supporting, and helping all pupils and staff to reach their potential;
- working with parents and guardians, and with the wider community, to tackle discrimination, and to follow and promote good practice;
- making sure our equality policy and its procedures are followed;
- ensuring incidents of harassment are dealt with quickly and effectively;
- ensuring that there is equal access to services available.

Our school is also committed to ensuring staff are aware of 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 plan will be made available online on the school website, with free paper copies available upon request.

We adhere to any guidance or documentation provided by the DfE and/or Lincolnshire County Council.

The accessibility plan is covered in our school's complaints procedure policy as it relates to the school and the services it provides. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil may face in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

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

| Aim | Current good practice | Objectives | Actions to be taken | Responsible | Timeframe | Success criteria |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Create a curriculum which is accessible for pupils with a disability</p> | <p>Access to additional resources aimed at meeting their needs.</p> <p>Have their learning needs and barriers to learning identified.</p> <p>Have well designed programmes and activities targeted at individual needs.</p> | <p>To be included in all of the school's activities.</p> <p>To develop a positive self-concept.</p> <p>To make good progress.</p> <p>To feel safe and happy at school.</p> <p>To have effective communication with their parents and carers.</p> | <p>Ensure that all pupils have the opportunity to be take part in extra-curricular activities.</p> <p>Ensure that the breadth of curriculum on offer can be accessed by all pupils.</p> <p>Ensure that learning opportunities are appropriately differentiated.</p> <p>Ensure that all pupils benefit from opportunities to learn at home.</p> <p>Concentration aids available</p> | <p>SendCo H/T All Staff</p> | <p>Annually</p> <p>Ongoing and termly</p> <p>Ongoing and termly</p> <p>Ongoing and termly</p> | <p>Pupil questionnaires. Attendance of SEND children in line with peers.</p> <p>HT/SENDCo will report to governors on how children are included in lessons through termly SEN report.</p> <p>Review of intervention provision mapping by SENDCo identifies whether progress is being systematically recorded effectively.</p> <p>Report from parents/carers whether they are happy with the provision in school from parent/carer questionnaire.</p> |

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| <p>Improve and maintain access to the physical environment</p> | <p>Ramp access to all the classrooms (some of this is external).</p> <p>Classrooms are optimally organised for people with disabilities, as necessary;</p> <p>Access to ICT equipment (including iPads).</p> <p>Library shelves are at wheelchair-accessible height</p> | <p>Modify the schools environment to enable access to all of our pupils.</p> <p>Modify Class 2 to have better layout for all pupils</p> <p>Improve accessibility to ICT equipment and iPads by increasing number available for use for all children</p> | <p>To have internal ramp access to all. A dedicated disabled parking space</p> <p>Change position of kitchen area and whiteboard</p> <p>Continue to increase numbers of iPads and laptops</p> | <p>Governors/Diocese SBM/HT</p> <p>Governors/Diocese SBM/HT</p> <p>Governors SBM/HT</p> | <p>When budget allows</p> <p>Ongoing</p> | <p>Quotations to be sourced. Disabled parking sign displayed.</p> <p>Completed 2020.</p> <p>KS2 all have tablets.</p> <p>Laptops increased to allow 1 per child for 1 class at a time 2021.</p> <p>Cascade Laptops and iPads as new acquired.</p> |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>In class, small group and 1:1 support</p> <p>Large print resources</p> <p>Pictorial or symbolic representations</p> | <p>Allocate staff to provide support identified by SENDCo</p> <p>Also have access to:</p> <p>Internal signage</p> <p>Braille</p> <p>Induction loops</p> | <p>Continually access</p> <p>Source these as and when required</p> | <p>SENDCo H/T</p> <p>SENDCo H/T</p> | <p>Ongoing</p> <p>When required</p> | <p>Monitoring of interventions shows the effectiveness of the interventions.</p> |

Monitoring arrangements

This policy is monitored by the Governing body and was reviewed by the Pupil & Staffing Committee. It was adopted in January 2023. This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Arrangements and Risk Assessments
- Equality Information and Objectives Policy including Action Plan
- Special Educational Needs and Disability (SEND) Local Offer
- Whole School Guidance for SEND
- Supporting Pupils with medical conditions policy
- Complaints Policy

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------------------------------------|
| Corridor access - Internal | 6 steps from main school to Years 4,5 & 6 Wide doorways | Investigate feasibility of installing internal ramp/ lift. Look at funding applications | Governors H/T-SBM Diocese | Ongoing When budget allows |
| Parking bays | Dedicated disabled parking bay | Parking bay identified. Disabled parking sign displayed. Not enough space for individual bays at this time. | Governors H/T-SBM | January 2020 |
| Ramps | Exterior ramp to access playground and Classes 4,5 & 6 | Adequate – if weather permits. Source estimates for covering in exterior ramp. | Governors H/T-SBM Diocese | Ongoing When budget allows |
| Entrances Emergency Escape Routes | Ramp from rear access to school Main school vehicle gate – operated by code On ground level from each classroom. | Remedial works to improve further. Ensure they are clear at all times. Signage is displayed on gate with phone number to alleviate the necessity of exiting vehicle. Ensure they are clear at all times. Ensure Personal Evacuation Plan in place. | H/T Caretaker Class Teachers | Completed Feb 2023 Ongoing Ongoing |