Accessibility plan

Foston CE VC and Terrington CE VA Primary School Federation in Collaboration with Stillington Primary School

Love, Learn and Grow Together

Commitment to promoting inclusivity, affirming diversity, embracing community and inspiring creativity, rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control' (Galatians 5 v 22-23). These Christian values are fostered in the pupils and staff building an ethos where all can flourish.

Approved by:	Foston & Terrington Federation	Date: 11th May 2022
Last reviewed on:	11th May 2022	
Next review due by:	11th June 2025	

Contents

1. 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

Our 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.

At Foston CE, Terrington CE VA and Stillington Primary Schools our values reflect our commitment to a school where there are high expectations of everyone with a focus of promoting inclusivity. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. 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 selfesteem. We know that safe and happy children achieve.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in 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 school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. 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	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs using PIVATs • The curriculum is reviewed to make sure it meets the needs of all pupils	For all schools to use Communication in Print to support access to learning. For all staff to efficiently use PIVATS to assess pupils who are working at Pre Key Stage. To further improve differentiation for high need SEND. To use Clicker 8 to support children's access to learning.	To buy communicate in print for all schools to access. To train all staff on using PIVATS. To deliver training on differentiating curriculums to meet the need of pupils with SEND. All staff to complete the training and for Clicker 8 to be available on some school laptops.	SENCO / Business Manager SENCO SENCO AM / SENCO	Summer 22 Autumn 22 22-23 Spring 22	Communicate in Print is used in school to support children's learning. Children who require PIVATS are assessed using the documents. Children with SEND are planned for specifically on planning. Clicker 8 is used in the classrooms for children to access learning.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Corridor width • Accessible toilets and changing facilities • Library shelves at wheelchair-accessible height • Ramps are available if needed for the KS2 class at Foston. • There are steps at Terrington to the upstairs classrooms. Teaching space would be reviewed if required. There is no disabled parking bays at all schools.	To explore access into classrooms with steps if required. To improve accessible toilets and changing facilities at each school and ensure the correct equipment. To improve disabled parking at Foston and Terrington with site parking.	To have a plan ready to be executed for each teaching space with 'step access' and no ramps. To explore a specific accessible toilet at Stillington with changing facilities. Explore disabled parking bays at Foston and Terrington, with school parking.	Headteacher SENCO Headteacher	Autumn 22 Autumn 22 Spring 23	A clear plan in place should someone with mobility difficulties need to access a space with steps in school. Improvement in accessible toilet and changing facilities. Disabled parking in school.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Makaton training to L1 There is no use of braille on signage and no hearing loops. This may need exploring in the future.	To include visuals using Communication and Print on key signs around schools.	Buy an online subscription. To agree which signs should be in Communicate and Print around school and share with staff.	SENCO	Summer 22	Key signs to be in Communicate and Print.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved and reviewed by Foston & Terrington Primary Schools Governing Board and separately by Stillington Primary Governing Board.

5. Links with other policies

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

> Risk assessment policy

> Health and safety policy

> Equality information and objectives (public sector equality duty) statement for publication

> Special educational needs (SEN) information report

> Supporting pupils with medical conditions policy