



Flamstead Village School

Accessibility Plan

Reviewed: February 2020

Date of next review: February 2023

INTRODUCTION

Equality Act 2010 and SEND Code of Practice 2015 identify the key duties of schools towards disabled people. This accessibility plan should be read in conjunction with the school's Equality Scheme and SEND policy.

This plan sets out the proposals of the Governing Body of Flamstead Village School to increase access to education for disabled pupils in the following three areas as required by the Equality Act 2010:

- To increase the extent to which disabled pupils can participate in the schools' curriculum,
- To improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school,
- To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Definition of Disability

Disability is defined by the Equality Act 2010 as:

"A person has a disability 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 carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access the curriculum and so lead to full participation in the school community for students, prospective students, staff and visitors with a disability.

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ACCESSIBILITY PLAN

Access to the Curriculum

	Targets	Strategies	Outcome	Timeframe
Short Term	<p>Ensure that children with disabilities can access all areas of the curriculum.</p> <p>Promote awareness of the needs of individuals with disabilities across the school.</p>	<p>Early consultation with parents on entry.</p> <p>Staff training on inclusion and training for the needs of individual pupils.</p> <p>Provide effective differentiation for children with SEND.</p> <p>Follow external advice regarding individual children and areas of the curriculum.</p> <p>Co-ordinators to ensure there is inclusion within their subject.</p> <p>Teaching resources to be adapted where needed.</p>	<p>Staff are aware of the needs of the child.</p> <p>All staff are aware of their responsibilities towards disabled pupils and have a greater awareness of disability</p> <p>Planning shows differentiation to take into account individual children's needs.</p> <p>Reasonable adjustments are made to support individual pupils' needs.</p> <p>Disabled pupils are able to access all subjects.</p> <p>Resources are matched to the individual pupils needs, i.e. enlarged print for visual impairment.</p>	In progress and ongoing
Medium Term	<p>Update resources regarding promotion of awareness of different disabilities. This may be subject to limitations – time / budget constraints.</p>	<p>Audit and update of all curriculum resources for disability awareness.</p>	<p>Improvement of awareness of disability across the school body.</p>	Annually

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Physical Access

	Targets	Strategies	Outcome	Timeframe
Short Term	<p>Ensure transport access at the front of the school.</p> <p>Ensure children who are wheelchair users or who use walking aids can access all areas of the school where possible, steps between KS1 and hall.</p> <p>Ensure children have access to a disabled toilet.</p>	<p>Parents / Carers with children who have disabilities can park in the staff car park at the start and end of the school day.</p> <p>Access to hall can be made from outside classroom door and into hall through KS2 corridor.</p> <p>Access to the disabled toilet can be made from outside the classroom door and through the main entrance</p>	<p>Disabled parking access is fit for purpose.</p> <p>Access to all parts of the school site is fit for purpose.</p>	In progress and on-going
Long Term	<p>Ensure children who are wheelchair users or who use walking aids can access all areas of the school where possible.</p>	<p>All maintenance and improvement work to take account of the need to improve physical access to school building, eg. door widths and door sill height.</p>	<p>Children with disabilities are able to access all areas of the school safely.</p>	2-3 years

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Written Information

	Targets	Strategies	Outcome	Timeframe
Short Term	<p>Ensure parents with visual disability or learning difficulties have equal opportunity to access information from the school.</p> <p>Ensure access arrangements are in place for children with regard to testing in school.</p>	<p>Highlight school documentation available in larger print on request.</p> <p>Ensure all communication is clearly given to parents who have learning difficulties or are unable to read. Staff available for support – 1:1 reading</p> <p>Access arrangements in place: 1:1 reader, scribe – to meet the needs of the child.</p>	<p>Greater communication, increased parental knowledge of the school.</p> <p>Children to be able to access tests to the best of their ability.</p>	In progress and on-going
Short Term	<p>Look at the various needs of pupils with disabilities and ensure suitable written information is provided i.e. visual timetables, symbols</p>	<p>Have a selection of written materials as resources to support pupil learning.</p> <p>Suitable alternatives to the written word are provided for those pupils with identified needs.</p> <p>Use of ICT to support pupil learning and communication.</p>	<p>All children have full access to written material from school to support their learning</p>	In progress and on-going

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Monitoring the plan

The Headteacher, SEND Co-ordinator and SEND Governor are responsible for this plan. This plan will, from this point forward, be reviewed every three years by the SEC Committee on behalf of the Full Governing Body, and revised accordingly. This plan will be available to parents on the policies page of the website.