



Accessibility Plan

2023 - 2025

INTRODUCTION

It is a requirement of the Equality Act 2010 that all schools have an Accessibility Plan. The act states 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:

- He or she has a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal everyday activities.

The Equality Act 2010 replaced all previously existing legislation which included the Disability Discrimination Act.

The school's Accessibility Plan is reviewed every three years by the governing body and at Finchale Primary School the responsibility for reviewing our Accessibility Plan has been delegated to the Curriculum and Standards Committee. This will normally take place in the autumn term.

At Finchale Primary School we are committed to working together as a school community to provide a stimulating, exciting and high quality learning environment for each and every one of our pupils. Our mission statement is, “*We see the magic in every child... and make them sparkle.*” We believe that we can best achieve that when children feel valued, respected and inspired to learn.

We believe that we have some general duties under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Nurture and promote good relations between persons who share a protected characteristic and persons who do not share it.

Mindful of this, we have drawn up our Accessibility Plan in consultation with stakeholders and the current plan covers the period March 2023 – Spring 2025. In line with government guidelines we will review the Plan in the autumn term of 2024. The Plan is published on our school website and will be monitored by the Local Education Authority who will provide feedback to us to help us further develop our plan.

AIMS AND OBJECTIVES

At Finchale Primary School we aim to:

- Increase access to the curriculum for pupils with a disability.
- Maintain, and if necessary improve, access to the physical environment for members of the school community
- Improve the delivery of written information for members of our school community with disabilities.

The Finchale Primary School Accessibility Plan complements and supports our school's work on equality and diversity. As a school we are committed to providing an environment that enables all our pupils to access the curriculum and all our visitors to access the services and activities we offer such as parents' evenings, school concerts and events, fairs and open days etc. We are also committed to taking any reasonable additional action that may be necessary to meet the needs of any member of our school community.

Our Accessibility Plan highlights how we will:

- Improve awareness of Equality and inclusion throughout our school community
- Ensure we have open access throughout our school building for adults and children
- Improve access to the physical environment for members of our school community
- Ensure our curriculum provides for the needs of all members of our school community so that any member with a disability has the same access to activities as able-bodied members. This includes teaching and learning which occurs during the school day, participation and access to before and after school clubs and activities and access to school trips and visits. It also includes the provision of any required specialist equipment which may help these pupils access the curriculum.
- Improve the delivery of our written information for all members of our school community including pupils, staff, parents/carers and visitors. This includes providing worksheets in different colours or coloured overlays to suit the needs of pupils with visual/reading difficulties, providing large-sized text, visual timetables or providing our school letters/brochure etc. in a different language.
- Ensure new members of staff appointed to the school, whatever their role, are clear about the school's commitment meeting their responsibilities under the Equality Act 2010 during their induction.
- Ensure training is available to staff and governors, recognising the need to continually raise awareness on issues relating to the Equality Act 2010.

The action plans included in the Appendix of this plan outline how we will address the issues set out above. The plans will be revised annually by our Curriculum and Standards Committee in their autumn term meeting.

This Accessibility Plan should be read in conjunction with other related school policies, documents and strategies, including:

- Special Educational Needs Policy
- The School Offer
- Behaviour Management Policy
- Curriculum Policy
- Health and Safety Policy
- Equal Opportunities Policy
- Asset Management Plan
- School Brochure
- School Improvement Plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the school which is the responsibility of the governing body. The school will take all reasonable steps to undertake the work identified within the life of the Accessibility Plan but on occasion it may be necessary for certain actions to be rolled forward to a subsequent plan (eg. if a new pupil enters the school with specific needs not previously addressed by the school, just prior to the end of life of an Accessibility Plan). If this is the case, any such actions will become a key priority for the new Accessibility Plan. Our Accessibility Plan may be monitored by Ofsted as part of their inspection process.

CURRENT GOOD PRACTICE

We offer a home visit to the parents/carers of all pupils due to enter Reception. At this initial meeting staff gather any relevant information which may help the school provide appropriately for the needs of all children. As this meeting takes place in June/July prior to a September entry, it gives time for the school to make or plan for any reasonable adjustments in terms of resources, the environment or the curriculum. When restrictions prevent us from carrying out home visits, we will organise a virtual meeting with parents/carers to ensure that these discussions can still take place.

When children enter our school after Reception, we liaise closely with parents to ensure we provide appropriately for pupils. This includes listening to the pupil and their comments, listening to the parents/carers and contacting the previous school and speaking to staff there. We aim, wherever possible, to have books labelled prior to children joining, a coat peg labelled and to ensure pupils have access to an appropriate uniform, so they can immediately feel part of our school community. Pupils entering after the start of Reception are also given a Buddy to escort them round the school.

Staff throughout the school are made aware of pupils with particular needs if it is deemed helpful for such knowledge to be universally shared. This is to ensure all staff encountering a pupil with additional needs can respond appropriately. This information is also placed on our Safeguarding/Individual Needs board in the staffroom.

When families join our school and their first language is not English, an assessment is made as to whether they require information in an additional format and whether the pupil will benefit from support from the EAL and Equalities Team (formerly EMTAS).

Pupils with visual or specific difficulties are provided with worksheets in an appropriate colour if an assessment suggests this would help. They are also provided with coloured overlays to use with textbooks or test papers to help. Large size text has also been made available.

Some pupils have been provided with a laptops or Alphasmart on which to work when this has been identified to help them with their writing.

A range of pens and pencils with different type grips and/or thickness are provided for pupils with issues surrounding fine motor skills. They can also access a raised/slanted board to assist with their hand position when writing and drawing.

A range of tangle toys are provided for pupils who have sensory or concentration issues to help them with their need to constantly fiddle. This range includes items of different colours and some which are very hard to the touch and some which are soft to the touch.

Visual timetables are provided for pupils who benefit from seeing and understanding the structure of their day.

Individual workstations are provided for pupils who benefit from working with these. Wobble cushions and chair leg bands are provided to aid concentration.

Pupils access rest breaks during the school day where it is felt that this would be beneficial for their concentration and learning.

We also provide additional time, rest breaks, a prompter or a one-to-one reader for assessments as part of our usual practice to help children who have been identified as requiring this support. (N.B. one-to-one readers do not provide support during the reading tests).

If we have a pupil (or staff member) with a disability that may affect their ability to leave the premises quickly and efficiently during a fire alarm, a Personal Emergency Evacuation Plan (PEEP) will be completed in consultation with the staff who are involved in their learning and care.

The above are a range of some of the adjustments we make and the tools we provide to support pupils' learning, all of which are individualised and adapted to meet the specific needs of each child. This list is not exhaustive and is continually added to as the need arises or as our awareness increases. We work with therapists, specialists and advisory staff to ensure we provide high quality teaching, learning and support for all our pupils.

ACCESS AUDIT

Finchale Primary School is a single story building with adequately wide corridors. All classrooms can be accessed from the outside via a small ramp eliminating the need for any steps. The surface is smooth throughout the school with no steps inside the building, except when children access the school stage. At this time there has not been a need to provide a ramp to access the stage. However, if such a need should arise we would endeavour to provide one.

We have onsite parking with 2 disabled parking bays: one immediately outside the entrance and from which the school can be accessed by a dropped kerb and the other which is half way up the drive. Once more, the school can be accessed via a dropped kerb.

There is a very large disabled toilet in the entrance hall with all appropriate resources, including a low level sink.

Access into the school site can only be made via the main entrance. Once inside the site, access can be made using a swipe card via the KS1 area and KS2 area, through each classroom, the staff room or the Finchale Room. Swipe cards are necessary to move around many parts of the building and are zoned and timed to suit the person to which they are allocated including staff, visitors, governors, students etc. For example, a general visitor swipe card will only allow access to the internal class doors nor the office or HT room etc.

The school has emergency signage and all routes are marked. Each class has its own outline plan and the escape route is identified. A copy of the escape route is also displayed in the Finchale Room and the Library.

ISSUES RAISED FROM THE CURRENT ACCESS AUDIT

- i. Ensure all KS1 staff are aware that a gate key for the KS1 gate is placed in the Library as described as Action 4 in Appendix A.
- ii. Ensure all new staff and pupils are assessed to see if they require a PEEP as described as Action 6 in Appendix A. Add this to our Induction procedure.

Date: January 2025

Date of next review: Summer 2025

Signed



Head Teacher