

St Frideswide C of E Primary

Accessibility Plan 2025 -2028

Headteacher: Hannah Forder-Ball

Written By	Date		
Amanda Edwards-Day	27.3.2025	Date agreed by Governors	
Next review Date	March 2028		

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Frideswide Primary School, the Plan will be monitored by the Headteacher. The current Plan will be appended to this document.

At St Frideswide Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims:

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) St Frideswide Primary School 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The St Frideswide Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The St Frideswide Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes 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 (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- 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;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy

6) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, 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.

7) 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.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are no areas of the school to which disabled pupils have limited or no access to. Disabled pupils participate in extracurricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible

Curriculum

Through planning for individual needs, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit

The primary school is housed in a two-storey building, which is fitted with an access lift. All entrances to the school have accessibility ramps and all have wide doors fitted. The main entrance to the Primary school has a secure lobby. We recognise the need for a lower reception desk that is wheelchair accessible. The school has dedicated visitor parking with clearly labelled

disabled bays. There are disabled toilet facilities available at the front of the school, this area is also fitted with a wheelchair accessible shower bay. These are fitted with a handrail and a pull emergency cord. Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.

Complaints

The school works in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

1. Increasing Participation in the Curriculum by reducing and removing barriers. Following guidelines set out in The SEND Code of Practice 2015.				
Targets	Action/ Strategy	Lead	Timescale	Success Criteria
Effective and supportive communication with parents and families.	Termly parent evening meetings. Termly Outcomes review meetings with SENCo. Targeted invites to Family Links Support Parenting groups. Open invites to Beacon Behaviours Family's First course Traveller Liaison in school support for marginalised groups	SLT	In place and ongoing.	Parents and carers feel supported and heard. They will engage with their child's learning and will be fully informed about their child's progress.
Improve access to written information for visitors, parents and pupils with extra need.	Create and offer information in alternative formats. Parents are supported to download and access assistive technology apps that will scan and read documents aloud for them. Families can make appointments with named staff who will support them to access and respond to correspondence.		Ongoing	Accessible resources are available.
Ensure that reasonable adjustments are made for parents, staff and visitors with a disability or medical condition or other access needs that can support	Adopt a proactive approach to identify access requirements and extra needs of visiting adults to make reasonable adjustments. Ensure that lifts are maintained and in good repair.		In place and ongoing	Evidence that consideration has been given to reasonable adjustments and the site is fully accessible.

pupil progress and access the school environment.				
To establish and maintain professional relationships with outside agencies that support pupils with additional needs.	To ensure that communication is prompt and meaningful and that advice is sought in a timely manner and used where appropriate.		Ongoing.	Collaborative working relationships are maintained through regular meetings, risk assessment reviews, action planning and reports.
Appropriate use of specialised resources and equipment for the benefit of pupils and staff.	Sloping boards for pupils with fatigue or physical difficulties. Coloured overlays to support pupils with visual difficulty or dyslexia. Grips to support grip difficulties. Use of wobble boards Workstations. Tri-folding screens Individual Visual timetables. Individual 5-point scales. Sensory Aids. Trampoline Sensory Circuits Table Tents for Sensory regulation IPads/Chrome books to support literacy interventions. Sensory tent		In place and ongoing.	Increased access to the curriculum through the removal of barriers. Needs of learners met.
Adaptations to the curriculum to meet the needs of individual learners.	ELSA support. Timetable adaptations. Individual physiotherapy/OT programmes. Speech and language therapy programmes. Use access arrangements for assessment/National tests.		In place and ongoing through scheduled visits from external specialists. Affective reasonable adjustments to timetable.	Needs of all learners met and positive outcomes achieved.

	The school has two Enhanced Provision classes, where children with high level needs that requires specialist input access bespoke curriculums with a focus on individual outcomes.			
Effective use of staff to increase access to the curriculum for pupils with identified needs.	Strategic deployment of support staff and inclusion team.		In place and ongoing.	Positive impact on pupil progress. Barriers to learning are overcome through the use of named interventions.
Training for staff on overcoming barriers to increase access to the curriculum.	First Aid training. Epipen training. Training from advisory teachers (Communication and Interactions, SALT, SENSS advisory team) School policy awareness training. Online CPD access. Family Links training. Ongoing guidance from external specialists. Team Teach training NELI training Support from Early Excellence Anna Freud Programme		In place and ongoing.	Barriers to learning are overcome and increased access to the curriculum.
To liaise with pre-school providers to prepare for the new intake of children into the Foundation each year.	To identify pupils who may need adapted or additional provision.		May – June annually	Adaptations and provision ready for when children with extra need start school.
To liaise with other schools to prepare for the intake of children who make in year transfers.	To identify pupils who may need adapted or additional provision.		In place and ongoing.	

To review policies to ensure that they reflect inclusive practice and procedure.	To meet the expectations set down in the Equality Act 2010 and The SEND Code of Practice 2015		Ongoing	Policies will reflect inclusive policies and procedures.
To support pupils with a disability, medical condition or access needs, to access the wider curriculum including trips, residential visits and extra-curricular provision.	Personalised individual risk assessments. Individual Health Care Plans (IHCP) for children with medical needs. Identify outstanding training needs and engage external support to deliver training. Ensure that actions for emergency procedures are shared with all staff. Deploy additional staff where necessary.		In place and ongoing	Evidence that reasonable adjustments to overcome barriers have been considered and implemented.

2. Access to the physical environment				
Targets	Action/Strategy	Lead	Timescales	Success criteria
Improve the physical school environment.	The school will hold in mind pupils with physical difficulties and sensory impairments when undertaking and planning future improvement and refurbishment of the school site. The school has a purpose built play area for children with Complex Needs		Ongoing	Evidence that appropriate considerations have been made to meet the needs outlined in the action strategies.

Ensure that reasonable adjustments are made for pupils and staff with a disability, medical condition or other access need.	Personalised risk assessments. Individual access plans. Work collaboratively with external agencies to achieve best outcomes. Ensure that emergency procedures are shared with all staff. Environments are clear and clutter free.		In place and ongoing	Evidence of reasonable adjustments. Safe evacuation during drills and emergencies.
Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets.		In place and ongoing	Facilities are wheelchair accessible.
School and reception are wheelchair accessible.	Designated disabled parking. Wide doors and corridors.		In place and ongoing.	Physical accessibility to school is increased.
Improvement to help the visually impaired.	External steps highlighted in bright or non-slip paint.		In place and ongoing	Hazards are highlighted
Improvements to help the hearing impaired.	Install loop equipment when necessary		Future plan when need presents.	Remove barriers by enhancing existing hearing
Maintain safe access around the exterior of the school.	Paths will be kept clear of debris and vegetation.		Ongoing	Access is clear.

Maintain safe access around the school interior.	Staff to be aware of maintaining furniture and layout when planning for disabled pupils.		In place and ongoing.	Adults and pupils with disabilities can move safely around the school.
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3. Ensuring inclusion in the school community				
Targets	Action/Strategies	Lead	Timescale	Success Criteria
Availability of written material or information to be delivered in different formats.	Ensure that information for parents is available and accessible. To ensure that translation is available for families with EAL need		In place and ongoing.	Information is accessible to all
Ensure that documents and information is available for pupils and adults with visual impairment.	Seek and act on advice from sensory support advisors and Vision Impairment services. Use magnifiers and specially modified equipment when necessary. Ensure large clear font and braille is available.		In place and ongoing	Pupils and families able to access school documentation.