



"Developing potential without limitations"

## **Frieth C.E.C. School Accessibility Policy and Plan**

**Date implemented :** April 2015

**Member of staff responsible:** Headteacher

**Governing body committee responsible:** Premises Health and Safety

**Headteacher's signature** ...Mrs Jo Reid

**Chair of Governor's signature** ...Mrs Merelina Tebbot

Review date: October 2018

signed: J Reid

date: Oct 2018

Review date: June 2020

signed: J Reid

date: June 2020

Review date:

signed:

date:

Review date:

signed:

date:

## Frieth School Vision statement

*'...Your light must shine before people, so that they see the good things you do.'*

*Matthew 5:16*

*We shine a light on individual success and open the doors to our future global citizens by developing potential without limitations.*

## **Introduction**

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".

Frieth C.E.C.School is committed to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework.

Our **Equalities and Cohesion Policy** sets out our aims for how Frieth C.E.C. School will ensure every pupil is treated equally and no pupil is disadvantaged.

As a school we have three main duties:

1. Not to treat disabled pupils less favourably
2. To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
3. To prepare accessibility strategies (Local Authority) and accessibility plans (schools) for increasing over time the accessibility of schools for disabled pupils.

## **Definitions:**

**The Children and Families Act 2014 section 3** has the following definitions of Special Educational Needs and Disabilities. A child has Special Educational Needs or Disabilities if:

- he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her
- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school

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 day-to-day activities.

## **Planning**

The school buildings at Frieth have developed over the past 150 years which can make accessibility challenging. Access to every classroom in the building is currently possible, including the main school hall, and there is a specially adapted toilet for those requiring increased access. The school continues to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. When individual pupils with disabilities or special Educational Needs apply to join our school, the school will seek advice from the disabilities Specialist Teaching service to ensure accessibility to the buildings and curriculum is in place before the pupil joins the school. (See planning grid in appendix 1)

## Appendix 1

### Frieth C.E.C. School Accessibility Plan 2015 reviewed 2018

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
<b>Short Term</b>	At least 1 classroom in the school to have new IWB installed with an adaptable height frame for accessibility of pupils with physical disabilities	Incorporate the need for accessibility into the outcomes in the ICT tendering process.	At least 1 classroom will have an accessible IWB	September 2015	July 2015 Two classrooms have adaptable height IWB boards  Spring 2017 one portable IWB is available in school.
	Incorporation of appropriate colour schemes when classes refurbished	Seek advice from LEA sensory support service on appropriate colour schemes and blinds	School areas made more accessible to visually impaired children	On-going	On-going
	Availability of written material in alternative formats	School to make itself aware of the services available through the LA	If needed the school can provide written information in alternative formats	When necessary	Delivery of written information to disabled pupils improved when necessary  <b>2018 delivery taken of Dyslexia friendly books for the school library</b>
	Availability of any specific equipment for identified pupils with disabilities	Seek advice from LEA Disability Specialist Teaching service on what equipment is needed for	Identified pupils with disabilities are supported and the curriculum is	When necessary	Improved accessibility for identified pupils when necessary  <b>2018 Needs identified in</b>

		identified pupils	accessible		<b>individual Education Healthcare Plans are met</b>
<b>Long Term</b>	Training for all staff on understanding the needs of those with different disabilities	An audit of staff skills and training to ensure that some of us have specialised knowledge and understanding	Expertise re disabilities amongst staff	On going	Increased staff expertise regarding disabilities
	Ensuring proper accessibility advice is included in the 5 year premises and maintenance planning for the school and SDP	Advice sought from all contractors, tendering companies, LEA and premises officers as part of contractual negotiations	% year plan takes account of accessibility for all	On going	Better long term planning within the maintenance program