



## **Accessibility Policy and Plan**

### **Farnborough Primary School**

Statement written: September 2022

Statement will be reviewed: September 2025

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# 1. Vision Statement

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At Farnborough Primary School our values reflect our commitment to a school where there are high expectations of everyone. 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 promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. 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 self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 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.

## 2. Aims and Objectives

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Farnborough 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Farnborough Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers 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;
- 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include 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.

The Farnborough Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Local Committee. 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.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Local Committee-Education Strategy and Standards.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010

### 3. Accessibility Plan A

Action Plan A – Improving the Physical Environment				
Targets	Strategies	Outcome	Timeframe	Lead
Safeguarding	The School safeguarding policy is robust and ensures the safety of all pupils. The school premises are risk assessed and action taken to meet safeguarding needs. Staff are aware of Child Protection protocols and the Whistleblowing Policy	Everyone on our School site is supported via our Safeguarding measures, policies and ethos.	Ongoing	SLT Site Manager SENCo All staff
Ensure that all areas of the school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	The Local Committee will work alongside the Head Teacher and the Site Manager to review access around and inside the school building. The Inclusion Manager will work with professionals to review access for pupils with disabilities when appropriate.	Any modifications needed will be made to the school building and grounds to facilitate ease of access for all.	Ongoing and as needed	Local Committee Head Teacher Inclusion Manager
The school is aware of the access needs of disabled pupils, staff, local committee, parent/carers and visitors.	To include resources and provision that increase access in the provision mapping process. Ongoing Assistant Headteacher for Inclusion Headteacher Provision maps in place for all classes and all staff aware of pupils needs Be aware of staff, governors' and parents' access needs and meet as appropriate. Consider access needs during recruitment process.	Provision maps in place for all classes and all staff aware of pupils needs.  All staff and local committee members feel confident their needs are met.  Access issues do not influence recruitment and retention issues.	Ongoing	Head Teacher  Inclusion Manager
Review and renew signage and external access for visually impaired people.	Yellow strip mark step edges	Visually impaired people feel safe in school grounds	Ongoing	Caretaker

## 4. Accessibility Plan B

Action Plan B – Improving Curriculum Access				
Targets	Strategies	Outcome	Timeframe	Lead
Continue training for teachers and support staff on different aspects of SEND including differentiation when required.	Identify areas for CPD according to the needs of the pupils and through performance management	All pupils to have access to clubs and trips.	Ongoing	Inclusion Manager All staff
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Liaison with outside club providers to allow access for all pupils. All pupils to participate in class trips. Liaison and pre-visit to the venue to plan trip and create risk assessment.	All pupils to have access to clubs and trips.	Ongoing	PE Coordinator Inclusion Manager All staff
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils.	Subject Leaders to provide equipment to allow participation and achievement of all pupils. Learning walks to evidence the use of appropriate equipment. Pupil conferencing to allow pupil voice on useful resources.	All pupils to participate in all lessons	Ongoing	Subject Leaders All staff SLT
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required	Identify those pupils who require access arrangements, collect evidence and apply to relevant body.	Pupils to have equal opportunity to access tests and achieve their full potential.	Ongoing and when appropriate	Class Teachers Inclusion Manager SLT
Differentiation in teaching – Clear, effective and consistent	Staff should be aware of the needs of their pupils Resources and apparatus should be provided and adapted to meet the needs of the pupils Advice and support to be sought from SENCo, staff team, SLT and external agencies where appropriate.	Access for all learners. Progress and attainment for all groups of learners. Closing the gap in progress and attainment of all groups.	Ongoing	SENCo All Teaching Staff SLT External agencies
Continue the regular review of our curriculum to ensure that it remains inclusive and accessible to all. Reflect on the 'Black Lives Matter' movement and ensure that our curriculum reflects and supports an inclusive and diverse range of coverage, materials and opportunities for all	Audit resources within the school to ensure that a wide range of cultural materials are accessible – reflect diversity. Review the events and themes to be addressed in the school calendar. Encourage whole school/community involvement in curriculum themes and events.	Diversity and inclusivity continues to be celebrated. Curriculum to be inviting and accessible to all learners. Wider networks to be established within the community	Ongoing	All staff Whole school community

## 5. Accessibility Plan C

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Action Plan C – Improving the Delivery of Written Information				
Targets	Strategies	Outcome	Timeframe	Lead
Make available school brochures, newsletters, letters and other information for parents/carers in alternative formats. Availability of written material in alternative languages	The School Office will liaise with parents/carers when appropriate. Make parents/carers aware that alternative versions can be made available	Written information to be available in appropriate formats. All parents/carers to be able to access information from school.	When needed	School Office
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	Children/adults can access written information	As required	All staff