



*Believe, Succeed &
Grow Together*

FRINTON ON SEA PRIMARY SCHOOL ACCESSIBILITY PLAN

Address: Fifth Avenue,
Frinton on Sea,
Essex. CO13 9LQ.

Tel: 01255 674007
Fax: 01255 851686

e-mail: admin@frintononsea.essex.sch.uk

Head Teacher: Mrs A. Barlow

Chair of Governors: _____
Mrs S. Young

Date: Summer 17

To be reviewed: Summer 20

Purpose of the Plan

The purpose of this plan is to show how Frinton-on-Sea Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Frinton-on-Sea 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. Frinton-on-Sea Primary School Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Definition of Disability

“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”. Physical or mental impairment includes sensory impairments and also hidden impairments. In the Equality Act **‘substantial’** means **‘more than minor or trivial’**. **‘Long-term’** means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with any serious medical condition which affects their daily lives are included

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation. The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in three areas:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Prospectus

Curriculum – The Current Position

Increase access to the **curriculum** for pupils with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of 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 school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.

We believe that we have made good progress in the following areas:

- Advanced planning for students based on good information from foundation/nursery partners.
- Liaison with external services and agencies regarding individual pupils
- High quality Pupil Profiles
- Providing tiered intervention
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Amanuensis, laptops etc.)
- Developing outstanding learning and teaching across the school.
- Progress Reviews enables all students to discuss their learning.
- Using 'P Scales where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations
- Ensuring that school visits and trips are accessible for all pupils as far as possible
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; Kagan, group work, etc.
- Smaller teaching groups as appropriate
- Peer tutoring and 'buddy' systems –Digital Leaders
- Development of Circle Time
- Development of support and understanding between colleagues in working with pupils with disabilities

Physical Access – The Current Position

- The building is wheelchair accessible.
- Ramps to the central area entrance of the school.
- Disabled parking spaces in the main car park.
- Accessible toilet facilities/shower room available within the school.
- A physical environment that is safe and welcoming.
- Sound system in the hall.

Written Information – The Current Position

- Visual timetables are used in all classes and for individual pupils.
- All policies/news lines are on the school website or a hard copy is available from the school office.
- Upon request, large print is available for all documents.

Training

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.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached are a set of action plans showing how Frinton-on-Sea Primary School will address the priorities identified in the plan. The plan is valid for three years 2017-2020. It is reviewed annually.