

# Accessibility Policy and Plan

Reviewed February 2023



The Stour Academy Trust

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This Accessibility Plan is compliant with current legislation and requirements as specified in The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and the Equality Act 2010. Directors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

It should be read in conjunction with the following policies, strategies and documents of the school:

Teaching and Learning Policy  
Complaints Policy  
Equal Opportunities Policy  
Charging and Remissions Policy  
Health & Safety Policy  
Homework Policy  
School Behaviour and Anti-Bullying Policy  
Well Being and Involvement Policy  
SEND Policy  
Premises Management: Security and Procedures

Finberry Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with its stakeholders and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

This 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 LA will monitor the school's activity under the Equality Act 2010 (an in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Finberry Primary School is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Currently the school does have pupils, but no staff or parents with disabilities requiring additional access.



The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to it. We will take relevant actions to:

- Improve 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.
- Continue to develop access for pupils (in light of growth of pupil intake) with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the pupils without a disability. 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- 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 upon request in various preferred formats within a reasonable timeframe.

**IMPROVING THE CURRICULUM ACCESS**

| TARGET   | STRATEGY  | EXPECTED OUTCOME  | TIMEFRAME                          | IMPACT   | Reviewed February 2023   |
|--|---|---|------------------------------------|--|--|
| Training for teachers and support staff on Children with Special Needs (as detailed in SEND action plan) | Review the needs of children with specific issues, provide relevant training                | All staff have a clear understanding of strategies to improve children’s access to the curriculum   | Ongoing involvement as appropriate | Increase in access to an appropriate curriculum though reduction in barriers to learning | Achieved<br>Further training to be arranged when identified as necessary |
| All extra-curricular activities are planned to ensure they are accessible to all children.               | Review all out of school provision to ensure compliance with legislation on a regular basis | All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. | On going                           | Increase in access to all school activities for all pupils                               | Achieved-ongoing   |



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| Classrooms are optimally organised to promote the participation and independence of all pupil                      | Review layout of furniture and equipment to support the learning process in individual classes. Promote use of visuals in individual classes. | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. | Ongoing<br>Visual timetables and good sitting/listening prompts already in use. | Increase in access to an appropriate curriculum                                       | Achieved<br>This will be continue to be monitored. Flexible seating options implemented to promote maximum participation. |
| Ensure all children on the SEN register have individual targets; either on the provision map or recorded in an IEP | Provision maps for all children reviewed termly   | Provision maps and targets are relevant, up to date and form a key part of the planning process for all pupils  | Review termly   | Provision maps, IEPs and targets in place to support the needs of individual children | Achieved - to continue  |
| Review TA deployment so that all pupils are appropriately supported  | SLT to discuss termly at Strategy Meetings  | Adult support is appropriately delegated according to the needs of individual classes/children  | Review termly   | Children have access to appropriate support   | Achieved - to continue  |
| Training for teachers to enable them to meet the Mainstream Core Standards for all learners                        | Undertake a MCS audit for all staff. Review SEN action plan to incorporate identified training needs (completed)                              | All class teachers are meeting the Mainstream Core Standards  | Annual focus  | Increase in access to an appropriate curriculum                                       | Achieved - to continue  |
| To ensure that pupils that would benefit from technology have access to it.  | Increase number of devices available so that more children can access clicker   | Sufficient devices are readily available for pupils to use - Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.                  | Ongoing   | Gaps in attainment for those who struggle to record their ideas reduced.              | Achieved – to continue to monitor and review  |



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|  |  | Children have ready access to a range of resources to |  |  |           |
|  |  | support their learning.                               |  |  |           |
|  |  |   |  |  | learning. |

## THE PHYSICAL ACCESS

| The building opened only 4 years ago and is therefore DDA compliant. |  |  |
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| Approach to entrance   | The school can be entered without using the steps. The main doorway is wide enough to facilitate wheelchair access.  | Achieved, continue to monitor.   |
| Car Parking and Deliveries   | There are currently four disabled parking bays.  | Achieved, continue to monitor.   |
| Internal mobility<br>KS1/FS area/<br>School Hall                     | This area is accessible, with doors wide enough for wheelchair access.<br>Disabled toilets/ shower are located on this floor.  | Achieved, continue to monitor  |
| Internal mobility<br>KS2/SRP/Nurture/<br>Library/ Staff<br>Room      | This area is accessible, via a lift, with doors wide enough for wheelchair access.<br>An EVAC chair is in place should it be required for emergency evacuation from this upper floor. All Senior Leaders and Class Teachers have received training in its use. | Achieved, continue to monitor.<br><br>Training to be regularly reviewed in light of any staff changes. |
| Outside area access/playground                                       | This area is accessible, with doors wide enough for wheelchair access.   | Achieved, continue to monitor.   |

## IMPROVING THE DELIVERY OF WRITTEN INFORMATION

| TARGET   | STRATEGY  | EXPECTED OUTCOME  | TIMEFRAME | IMPACT   | Reviewed July 2021   |
|--|---|---|-----------|--|--|
| Availability of written material in alternative formats. | Review all current school publications and promote the availability in different formats (on request) | The school will be able to provide written information in different formats when required for individual purposes.<br>School information published on the school website is updated | Ongoing   | Delivery of school information to parents and the local community involved | Parents have been informed that this service is available.<br>Continue to signpost to new parents and promote on Weduc communication system. |



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|   |  | regularly.  |          |  |  |
| Availability of written material in different languages   | The school will use translations approved by the LA for key information for EAL families | The school will be able to provide written information in alternative languages when required for individual purposes | Ongoing  | The delivery of information to parents of EAL pupils is improved   | This is available upon request. Continue to signpost to new parents and promote on Weduc communication system. |
| Survey parents/carers on<br><br>quality of communication. | Part of annual parents' questionnaire  | School is more aware of the opinions of<br><br>parents and acts on this.  | Annually | Parental opinion is surveyed and<br><br>action taken appropriately | Parents are able to respond Via Parent View Link on the school website. Parent Forum takes place termly.       |

See above targets for continued Accessibility actions and monitoring in 2022-2023  
Review of Accessibility Policy to take place in July 2023.

