



Growing with hope; serving with compassion; transforming with humility.

Accessibility Plan

Frisby C of E Primary School

Updated for Frisby	January 2025
Adopted by LGB (SSSJ)	March 2025
Next review date	January 2028

Signed on behalf of the Local Governing Committee:

Introduction

Under the Equality Act 2010 schools 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) They have 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 must be reviewed every three years and approved by the Governing Body. The review process can be delegated to the Local Governing Committee, an individual, or the Headteacher. At Frisby C of E Primary School the plan will be approved and monitored by the Headteacher.

At Frisby 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.

The Accessibility Plan is structured to complement and support our Equality Objectives and will be published on our website. We are 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 regarding disability and to developing a culture of inclusion, support and awareness within the school.

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

Aims

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to parents

Current Good Practice

We ask about any disability or health conditions in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability via communications and discussions with parents/carers.

We ensure disabled pupils can participate in extra-curricular activities. Some aspects of extra-curricular activities present challenges, for example: lunch and break times for pupils

with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability or SEN.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term				
To liaise with feeder nursery and pre-school settings to review potential EYFS intake for August	To identify pupils who may need Additional/different provision	Summer Term	HT SENCo	Procedures/equipment/ideas in place by Sept
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with Equality Act 2010	Ongoing	HT All Subject Leaders	All policies clearly reflect the inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	HT All Teachers	Clear collaborative working approach
To establish close liaison with agencies for pupils with ongoing health needs	To ensure collaboration between all key personnel	Ongoing	HT/SENCo Outside Agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children	Outside play visits; employment of specialist staff, CPD for staff	Ongoing	Teachers SENCo Ed Psych service	Advice taken and strategies evident in classroom practice.

Tasks/Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term				
To review attainment of all SEN pupils	SENCO/class teacher meetings/pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	SENCo Class Teacher	Progress made towards IEP Targets Provision mapping shows clear steps and progress made

Targets	Strategies	Timescale	Responsibility	Success Criteria
Long Term				
To evaluate and review data termly and monitor pupil progress.	See above	Annually	SLT, Core curriculum coordinators Governors	All children making good progress

To deliver findings to the Local Governor Committee	LGC Meetings	Annually	SLT, SENCo LGC SENCo Advocate	LGC fully informed about SEN provision and progress
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To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term				
Improve physical environment of the school	The school will take account of the needs of pupils, staff and visitors with physical impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Ongoing	SLT	Enabling needs to be met where possible.

Ensure environment is suitable to support learning for all pupils	Muted displays in classrooms, halls and corridors to reduce cognitive overload.	Ongoing	Teaching and Non- Teaching Staff	Learning environment maintained to support the needs of all pupils.
Ensuring all with a disability can be involved	Create access plans for individual disabled pupils as part of IEP process where necessary When sharing videos ensure staff are using YouTube with subtitles to support learning	Ongoing	Teaching and Non- Teaching Staff SENCo	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where Needed. Ensure all staff are trained in the administration of epi-pens/ diabetes, etc.	Ongoing	HT/SENCo Occupational Health ABM	
Ensuring disabled parents have every opportunity to be involved	Adopt a more proactive approach to identifying the access requirements of disabled parents Offer a telephone call to explain letters home for some parents who	Ongoing	Whole School Team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.

	need this support.			
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	Arrange interpreters from the RNID to communicate with deaf parents where required			
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Targets	Strategies	Timescale	Responsibility	Success Criteria
Long Term				
Continue to develop facilities	Look for funding opportunities	Ongoing	Whole School Approach	Inclusive child-friendly areas
To ensure driveway, roads, paths around school are as safe as possible	Communication with parents via safety messages/letters/text	Ongoing	School Office	No accidents

To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term				
Parents with hearing impairments	Regular communication with parents Interpreter provided for parents' evenings/annual reviews where need is identified	Ongoing	Class Teacher SLT	Two-way communication in place.
To enable improved access to written information for pupils, parents and visitors	Raising awareness of font size and page layouts will support pupils with visual impairments. Ensuring availability of large font and	Ongoing	School Office SENCo	

	easy-read texts in books within the library and classroom where identified			
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Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term				
To enable improved access to written information for pupils' parents and visitors	Investigate symbol software to support learners with reading difficulties.	Summer Term	HT SENCo	

To review children's records to ensure schools awareness of any disabilities	Information collected about new children Records passed up to each class teacher Annual reviews IEP meetings Updated medical forms for all children	Annually	HT HT SENCo Office Staff Outside agencies	Each teacher/staff member aware of disabilities of children in their classes
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Targets	Strategies	Timescale	Responsibility	Success Criteria
Long Term				
School record system to be reviewed and improved where necessary	Record keeping systems to be reviewed	Continual review and improvement	SLT School Office	Effective communication of information about disabilities throughout the school.