

Accessibility Plan

Updated September 2020



Foljambe Primary School

Accessibility Plan

Foljambe 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 physical, sensory, cultural and social and emotional needs. We are committed to taking positive action in relation to the 2010 Equality Act (2010) with regards to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises its statutory responsibilities and endeavours to ensure:

- Disabled pupils are not treated less favourably for a reason related to their disability.
- The school makes reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- The school plans to increase access to education for disabled pupils.

Within this plan, the school seeks to set out its vision to ensure that access to the school site and its buildings enables anyone with a disability to feel safe, valued and successful. Through continuous monitoring and reviewing of the accessibility of school site we aim to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Admissions

Foljambe Primary School are committed to the principle of all children having equal rights of access, if this can be reasonably provided. To effectively support a child with Special Educational Needs/Disabilities the school would expect the parents'/ carers' full disclosure to the school of the child's additional needs/ disabilities, as this will allow the school to plan appropriately and make appropriate requests for additional funding and support where necessary.

Access to the school site, buildings and classrooms

At Foljambe Primary School, we pride ourselves on the accessibility of our school sites, because in the main, these are largely accessible by all children and their parents. These areas are detailed below:

- Classrooms: All classrooms are accessible to disabled students. The school has lifts that ensure disabled students can access all levels of the school's buildings. If a classroom is not accessible reasonable adjustments would be made to ensure that an accessible classroom would be made available, so that a disabled student would not be at a disadvantage.
- Playground/ Yard: The playgrounds and yards are largely accessible.

Evacuation Procedures

The school's Fire and Evacuation Policy lays down the basic procedures for the safe and efficient evacuation of the school buildings.

We understand that reasonable adjustments may be needed to be made to meet the specific needs of an individual. Such procedures will be discussed with the pupil, parents and relevant support agencies.

Curriculum Access: Teaching, Learning and Assessment

Our aim is to ensure that all children, including those with disabilities, have access to a broad and balanced curriculum that enables them to feel safe, valued and achieve success.

The school will work with pupils, families and external agencies to create bespoke packages of support that meet a pupil's needs.

In addition, the classroom environments are reviewed to ensure that they meet the needs of disabled pupils, so that they are not at any disadvantage.

The school has a commitment to providing CPD opportunities to staff, which develops their skills in meeting the needs of pupils with additional needs and disabilities.

Information for Pupils and Parents

Parents and pupils are involved in regular reviews of their support and provision. The school hosts frequent informal events for parents, where they have the opportunity to speak with the SENDCo, school staff and external agencies about their child.

Parents/ carers can request a copy of the Accessibility Plan from the school's SENDCo,

Mrs B. Tate-Brier.