



*" will enable children
to reach their full potential"*

Fulwell Infant School Academy
ACCESSIBILITY PLAN 2022-2025

FULWELL INFANT SCHOOL ACADEMY
ACCESSIBILITY PLAN 2022-2025

Statement:	Accessibility plan
This statement was approved:	September 2023
This statement will be reviewed:	July 2025
Trust committee responsibility:	Finance and Audit

Introduction

At Fulwell Infant School Academy 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.

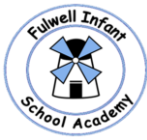
We recognise learning in all its forms and are committed to nurturing lifelong learners.

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".



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.

School Trustees/Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan to make certain that:

- Pupils with disabilities are not treated less favorably for a reason related to their disability when considering provision, criteria or practice.
- Plans within any changes to the school premises pay consideration to access for disabled children or adults.
- Planned changes to the curriculum do not put disabled children or adults at a substantial disadvantage.
- Reasonable adjustments for disabled pupils are made - this will include the provision of auxiliary aids or services relevant to the individual.

This plan sets out the proposals of the Trust/Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010 and Auxiliary Aids Duty 2012.

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The school's accessibility plan is to be resourced, implemented, reviewed and revised as necessary and reported on annually.

Vision and Values

As a community we are committed to providing high quality education which promotes the spiritual, moral, cultural, social, intellectual and physical development of every child in our care.

In partnership with parents and the community we will strive to develop a secure, caring, welcoming environment in which each individual will feel secure, happy, valued and respected and can work towards achieving personal



success.

The school community has a commitment to ensuring that all disabled people, children, staff and visitors within the school and those within the wider community, feel included and valued.

This is a working document which aims to make clear how the school will continue to improve its practice to attain equal access, eliminate discrimination and promote disability equality.

Fulwell Infant School Academy has high expectations for its disabled children and expects them to participate and achieve in every aspect of school life. The school community's commitment to equal opportunities is driven by the National Curriculum Inclusion Statement 2013.

The school:

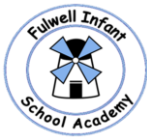
- Has high expectations for every child and sets suitable learning challenges
- Responds to children's diverse needs.
- Overcomes potential barriers to learning and assessment for individuals and groups of children.
- Aims to identify and remove barriers to disabled children in every area of school life.

Definition (Equality Act 2010)

"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 DDA '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 cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of



pupils are therefore included in the definition.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

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 will be published on the school website.

The Accessibility Plan will be monitored by Trustees/Governors.

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

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.


The priorities for the Accessibility Plan for our school were identified by:

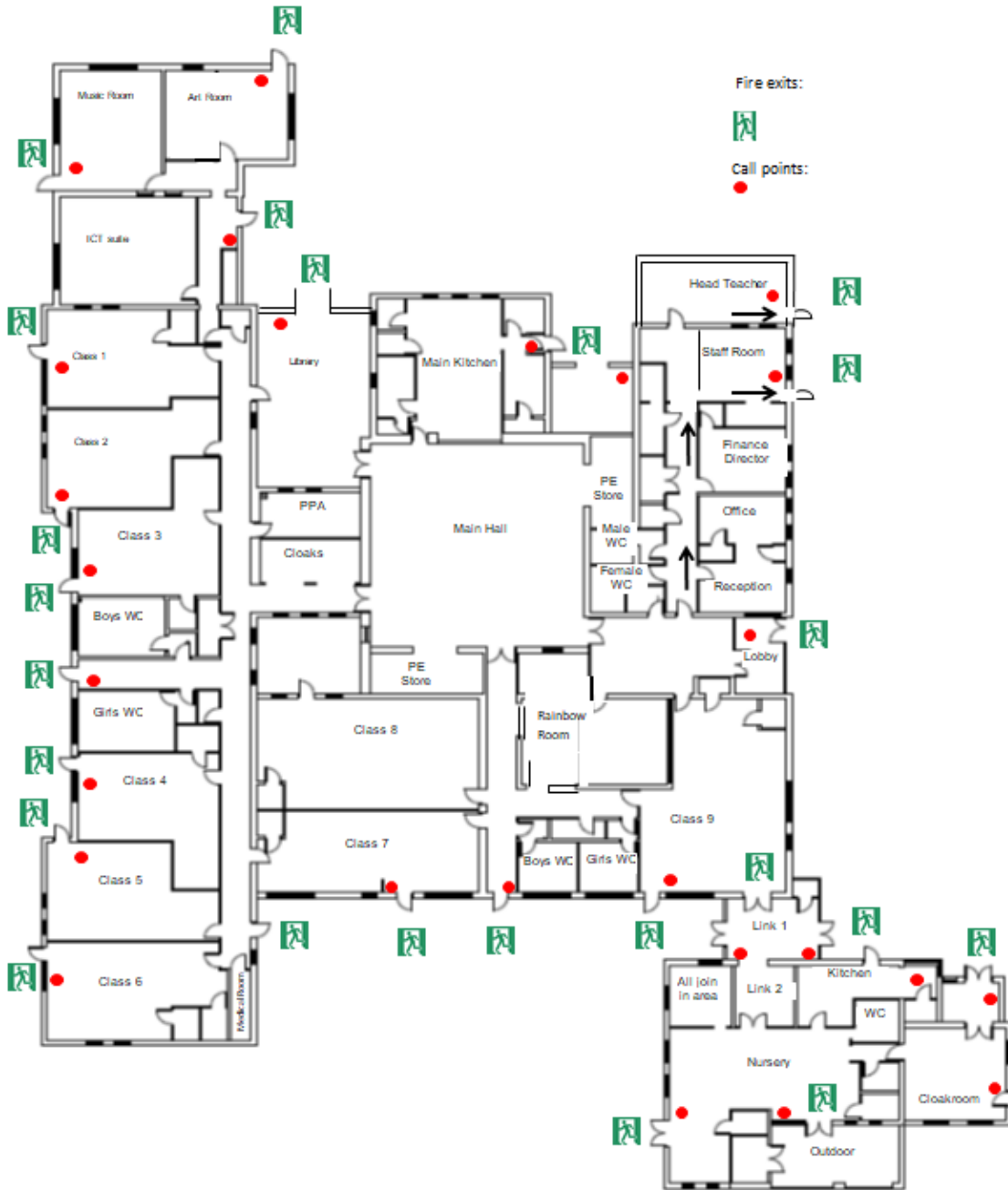


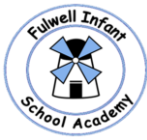
*" will enable children
to reach their full potential"*

-
- **Trustees/The Governing Body**
 - **Head Teacher**
 - **SENDco**
 - **School Business Manager**
 - **Site Manager**

A plan of the school building is shown below:

 Fulwell Infant School Academy Fire Escape Plan 2023





Fulwell Infant School Academy School Accessibility Plan 2022 – 2025
ACCESS to the PHYSICAL Environment

Improving the Physical Access at Fulwell Infant School Academy

Target	Strategy	Timescale	Responsibility	Goals Achieved (Success criteria)
To be aware of the access needs of disabled children, staff, governors and parents/carers	To create access plans for individual disabled children. Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	As required June 2024	SENDcO and class teacher Headteacher	All staff aware of identified needs and adjustments in place for the child. Plans in place to support individuals, where practicable, following identified need.
Ensure access to and from the school is suitable for pupils with physical disabilities / wheel chairs.	To create access plans for individual disabled children. Review all main access routes into the school identifying and addressing any difficulties e.g. dropped kerbs where necessary, ramp access at appropriate level etc. To provide portable ramps to enable access from doors a pupil uses.	September 2023 (TH) October 2023	SENDcO and class teacher	Physical access of the school increased Pupils using wheel chair can enter and exit the school, their classroom and the outdoor areas safely.
VISUAL IMPAIRMENT Provide colour contrasting paintwork to doors and corridors during routine decorative maintenance	Identify priority areas and which doors will be completed during this work	September 2024-2025	Caretaker, Finance Director Headteacher	School more accessible for pupils with visual impairments
HEARING IMPAIRMENT Provide hearing loops in classrooms to support pupils with a hearing Impairment.	Take advice from appropriate expert if this becomes necessary Ensure that pupils identified with hearing impairment are positioned in the classrooms	As required	Headteacher	All children have access to the curriculum.



*" will enable children
to reach their full potential"*

Target	Strategy	Timescale	Responsibility	Goals Achieved (Success criteria)
	following professional advice.			
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school
Ensure all disabled people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils.	September 2023	Business manager and SENDcO	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily

ACCESS to the CURRICULUM

Target	Strategy	Timescale	Responsibility	Goals Achieved (Success criteria)
Ensure support staff have specific training on disability issues as the need arises	Identify training needs at regular meetings	September 2023	SENCO / Headteacher	Raised confidence of support staff
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability.	March 2024	Class teacher / SENCO	All pupils are able to access all school trips and take part in a range of activities
Adjust the PE curriculum to ensure PE is accessible to all pupils	Staff to adjust planned PE activities to enable disabled children to participate with class mates as appropriate to their needs.	TH from September 2023	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child will have a T.A. in attendance
Ensure disabled children can take part equally in after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available.	As required	SENCO / After School Club coordinator	Disabled children feel able to participate equally in out of school activities.
Use ICT to support	Review needs of learners	As required	IT team	Wider use of SEN



*“ will enable children
to reach their full potential”*

Target	Strategy	Timescale	Responsibility	Goals Achieved (Success criteria)
learning	to consider whether any new software or APPs are required to support access to curriculum			resources/pupil IEP targets met

ACCESS to INFORMATION

Target	Strategy	Timescale	Responsibility	Goals Achieved (Success criteria)
Improve signage within the school building and improve the position of signage currently used in school	Review all signage in the school environment	July 2023	Headteacher SENDcO	Accessible environment and increased pupil/visitor autonomy
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages	October 2023 (non-English speaking children)	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.