



PORTICO
ACADEMY TRUST

opening doors, unlocking potential

Accessibility Plan 2021 - 2023



Date Written/Reviewed: September 2021
Next Review Date: September 2023
Person Responsible: Angela Murphy

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. Friars Primary School and Nursery Trustees are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice 2015, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

1. We are committed to providing an 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.
2. We aim, over time, to ensure the accessibility of provision for all pupils, staff and visitors to Friars Primary School and Nursery.
3. This Accessibility Plan is drawn up to cover a three year period. Our Access Audit is reviewed regularly.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of Friars Primary School and Nursery, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of Friars Primary School and Nursery and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of Friars Primary School and Nursery such as participation in after-school clubs, leisure and cultural activities or Friars Primary School and Nursery visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about our school and events. The information should be made available in various preferred formats within a reasonable time frame.

The Access Audit of Friars Primary School and Nursery is undertaken regularly and informs the Accessibility Plan. Some items may roll forward into subsequent plans if they are not feasible to complete within the timespan of this plan. The Access Audit is revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

The Accessibility Plan will be monitored through the Premises/Health and Safety Committee.

We acknowledge that there is a need for ongoing awareness raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Staff training needs on curriculum access Continuous CPD for learning and physical disabilities Online learning modules if required	Ongoing and as required	SENCo/ Principal	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure all staff are aware of disabled children's curriculum access	Termly review of reasonable adjustment plans for disabled pupils Information sharing with all agencies involved with child	As required	SENCo	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	Principal/ SENCo	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Principal	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	Principal/ SENCo	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Friars Primary School and Nursery continuing to grow and develop our physical environment.

We have a range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's Improvement planning process is the vehicle for considering such needs on an annual basis.

We plan provision needs, when a pupil's specific needs are known.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, parent/carers and visitors	To create access plans for individual disabled pupils when required	As required	SENCo	Access plans in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, parent/ carer and visitor access needs and meet as appropriate	Induction and ongoing if required	Principal	All feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers/visitors.	As required	Principal	Access to all school activities
	Consider access needs during recruitment process	Recruitment process	Principal	Access issues do not influence recruitment and retention issues
	Advice from Occupation Health and other medical professionals acted upon to enable reasonable adjustments as required	As required	Principal SENCo	Access plans in place for disabled staff

Target	Strategies	Timescale	Responsibility	Success criteria
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Principal/ Premises Manager	Redesigned buildings are usable by all
	Accessibility audit to check appropriate measures are in place.	Termly	Site Manager/ Premises Committee	Access to school is continuously monitored.
Ensure access to reception area to all	Improve access to reception area during any redesign	Consider in any new development	Premises Manager/ Principal	Disabled parents/carers/visitors feel welcome
Improve disabled toilet facilities	Clear Signs to toilets.	Ongoing	Site Manager/ Premises Manager, SENCo	All children and adults able to locate and access toilets.
	Toilet areas to be maintained, lockable, flushable, clear and clean. Disabled changing area.	As required		
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	SENCo/ Principal	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop a system to ensure all staff are aware of their responsibilities	As required	Principal	
Ensure access to IT	Alternative equipment in place to ensure access to all hardware	Ongoing and as required	SENCo IT Manager	Hardware and software available to meet the needs of children as appropriate
	Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	As required		
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	As required	SENCo	Clear communication for all children

Target	Strategies	Timescale	Responsibility	Success Criteria
All fire escape routes are suitable for all	Make sure all evacuation areas of school can have wheelchair access Egress routes visual check	Ongoing and as required and as appropriate Weekly	Site Manager/ Premises Manager/ Principal	All disabled staff, pupils and visitors able to have safe independent egress
Ensure accessible parking for disabled visitors and staff	Disabled parking bay is maintained, available and clearly marked Disabled parking bay is located close to school	Ongoing and as required. Each September	Site Manager.	All disabled staff and visitors can access parking
Ensure accessible convenient routes to all areas of school	Regular checks to ensure routes remain clear, safe and accessible Maintenance of flooring to minimize pot holes, sunken mats, trims etc.	Ongoing and as required	Site Manager.	Disabled visitors, staff and pupils to be able to transition around the school
Ensure disabled access to stepped areas	Maintained ramps and slopes. Mobile ramp to access stage.	Ongoing	Site Manager/ Premises Manager	Disabled staff, visitors and pupils able to access all areas of the school

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information will be made available, taking into account pupils' disabilities and pupils', parent/carers' preferred formats within a reasonable timeframe.

In planning to make written information available to disabled pupils we endeavour to establish the current level of need. The school will identify agencies and aim to source appropriate materials to enable provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction Ongoing As required	Office Manager Office Manager SENCo	All parent/carers receive information in a form that they can access All parent/carers access school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office Manager/ SENCo	Excellent communication
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCo	Pupils and/or parent/carers feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	As required	SENCo Principal/ Vice Principal	All can access information about the school