



ACCESSIBILITY PLAN

2020 – 2023

Accessibility Plan

1. School Ethos, Vision & Values

At Farnworth CE Primary School we are committed to ensuring equality of education, opportunity and treatment for all pupils and adults involved in the school community. We want to ensure that disabled people are able to participate fully in school life and develop a culture that is fully inclusive and celebrates diversity. We will make reasonable adjustments to make sure that the school environment is as accessible as possible for all.

Our vision for Farnworth CE Primary School CP School is for everyone at the school to respect and support each other in a warm and welcoming community. This will allow everyone to develop to their potential and strive for excellence in every aspect of their learning. The school sets high ambitions for all children and expects all children to access the full curriculum, allowing them to make the best possible progress with their learning.

The Equality **Act** 2010 makes it unlawful to discriminate against anyone because of a mental or physical **disability**. The school will not tolerate any harassment of or discrimination against disabled persons.

1.1 What do we understand by “disability”?

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”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has 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.

2. The General Duty

The school will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in school life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

2.1 The Specific Duty

The specific duty regulations require authorities, including schools, to produce and publish an Accessibility Plan, to implement the Plan and to report on it. Within the Accessibility Plan, the school will set out clearly its key actions to promote equality for adults and children with disabilities and to improve accessibility to

3. Implementation of General and Specific Duty

This Accessibility Plan sets out our key actions over the next three years to integrate disability equality into all aspects of school life. These actions will reflect the school's aim to promote disability equality and eliminate discrimination, bullying and harassment in all aspects of school life and the community. This plan addresses our specific duties under the Disability Discrimination Act 2005.

3.1 Involvement of Disabled People in Developing the Scheme

The Accessibility Plan has been written in consultation with parents of disabled children, children, governors, teachers and other staff in school.

3.2 Management, Coordination and Implementation

The Governing Body will have overall responsibility for oversight and monitoring of this plan and acting in accordance with their terms of reference.

The Governor for Inclusion will have specific responsibility to ensure that the school is meeting statutory requirements as set out in the Disability Discrimination Act 2005.

The Headteacher has overall responsibility for the management and implementation of this plan.

All members of staff at the school share responsibility for ensuring all learners are fully included in all aspects of school life

Monitoring will include:

- Numbers of disabled children, parents and staff
- Admissions, transitions, exclusions to check that children with disabilities are not over represented in exclusion figures
- Progress of children with disabilities
- Consultation with parents of disabled children
- Lesson observations
- Involvement of disabled learners in extended services
- Social relationships between disabled and non-disabled pupils

3.3 Eliminating harassment and bullying

The school will ensure that any harassment, bullying and discrimination by pupils or adults is dealt with in accordance with our Good behaviour and anti-bullying policy.

3.4 Reviewing the Scheme

The scheme must be reviewed and publicly commented upon each year and revised at least every three years.

Farnworth CE Primary School Community Primary School

Action Plan to Promote Disability Equality 2020 – 2023

(i) Promote Equality of Opportunity between disabled persons and other persons

Implementation process (Actions)	Person Responsible	Time Scale Start and End dates	Resources/costs	Monitoring
To ensure that all policies and practices promote inclusion and equal opportunity	Head teacher	Ongoing	None	Governing Body to ensure policies reflect inclusion/equal opportunities priorities
Ensure all stakeholders can access information signposting opportunities for children	Head teacher	Ongoing	None	Consultation with parents to ensure accessibility to information
Ensure all staff receive training relevant to needs of school community	Head teacher SENCO	Ongoing	Training and supply costs	CPD records

(ii) Eliminate discrimination

Implementation process (Actions)	Person Responsible	Time Scale Start and End dates	Resources/costs	Monitoring
Ensure that all staff and visitors are aware of school policies/protocols and that they are adhered to	Head teacher and Governing Body	Ongoing	None	Regular staff meetings to reinforce policies/protocols Updated staff handbook Equality statement on web-site
Raising awareness among pupils and staff of impact of discrimination on disabled people through curriculum including PHSE and SEAL	PHSE coordinator SENCO	Annual event	Budget to resource themed days/curriculum projects	Impact of disability awareness events through pupil interviews/questionnaires

Provide opportunities for parents and children to comment on school ethos and performance	Head teacher	Termly consultation	None	Parents Evenings Pupil interviews Parent Forums
---	--------------	---------------------	------	---

(iii) Eliminate harassment related to disability

Implementation process (Actions)	Person Responsible	Time Scale Start and End dates	Resources/costs	Monitoring
Respond quickly and effectively to any incidents, work closely in partnership with parents and record incidents on CPOMs	Head teacher, SENDCo and Teaching Staff	Ongoing	None	Records as evidence <i>i.e. CPOMs, Headteacher Report to Governors</i>
Ensure all relevant Policies / Protocols are adhered to (i.e. Good Behaviour and Anti-bullying Policy) and amended in line with DDA 2005	Head teacher and School Governing Body.	Ongoing	None	Monitoring of Policies shows compliance with key procedures

(iv) Promote positive attitudes to disability

Implementation process (Actions)	Person Responsible	Time Scale Start and End dates	Resources/costs	Monitoring
Raising disability awareness among staff and pupils through curriculum activities such as disability awareness days/visitors/PHSE	PHSE coordinator SENCO	Ongoing	Budget to resource themed days/curriculum projects	Impact of disability awareness events through pupil interviews
Use of display to convey key messages on inclusion and positive	All staff	Ongoing	Budget to provide resources	Monitoring displays around school

attitudes to disability				
Inviting disabled visitors into school/raising money for charities linked to disability	All staff	Ongoing	None	Impact on pupils analysed through pupil interviews/questionnaires
Promotion of school ethos through role models, display and PHSE curriculum	All staff	Ongoing	None	Evidence from Ofsted reports Observations of children's behaviour around school

(v) Encourage participation by disabled people

Implementation process (Actions)	Person Responsible	Time Scale Start and End dates	Resources/costs	Monitoring
To consult disabled children and their parents to ensure disabled pupils have the opportunity to participate fully in all aspects of school life such as School Council, whole-school events	Headteacher and SENDCo	Ongoing	Extended services budget	To monitor attendance through club registers
To ensure disabled child can fully access residential and school trips	EVC/SMT/all teaching staff	Ongoing	Pupil Premium funding if appropriate	Monitor attendance of residential and school trips, evidence of appropriate risk assessments and action taken to ensure every child can participate successfully.

(vi) Take steps to meet disabled people's needs, even if this requires more favourable treatment

Implementation process (Actions)	Person Responsible	Time Scale Start and End dates	Resources/costs	Monitoring
Audit of physical environment in relation to access by pupils/parents/carers with an identified disability	Head teacher Governing Body	Ongoing	Building Maintenance budget Devolved Formula capital	Audit trail showing that necessary changes to physical environment have been made to ensure pupil's needs with identified disabilities have been met.
Ensure appropriate Healthcare plans are established and adhered to / initial risk assessment on entry into school for disabled pupil takes place	Head teacher SENCO	Ongoing	SENCO budget	Records are in place and regularly monitored
To ensure the school works closely with other agencies to meet the needs of disabled pupils and parents/carers	SENCO	Ongoing	SENCO budget	Records are in place and regularly monitored
To ensure staff have received the relevant training to ensure that they can meet the needs of pupils with disabilities	Head teacher SENCO	Ongoing	SENCO budget	Observation of teaching and learning to check that learning needs are being met. Appropriate and accurate sharing of information during transition.

Farnworth CE Primary School Community Primary School

Action Plan to Promote Accessibility 2020 – 2023

(i) Improvements in access to the curriculum

Implementation process (Actions)	Person Responsible	Time Scale Start and End dates	Resources/costs	Monitoring
Ensure reasonable adjustments are made to any review of curriculum to enable accessibility by pupils with disabilities	Head teacher All teaching staff	Ongoing	None	Monitoring of curriculum to ensure full accessibility for pupils with disabilities
Implement staff training to improve access to curriculum	SENCO	Ongoing Whole staff training in Spring term	Training costs	Observation of teaching and learning to check that learning needs are being met.

(ii) Physical improvements to increase access to education and associated services

Implementation process (Actions)	Person Responsible	Time Scale Start and End dates	Resources/costs	Monitoring
Audit of physical environment in relation to access by pupils/parents/carers with an identified disability	Head teacher Governing Body	Ongoing	Building Maintenance budget Devolved Formula capital	Audit trail shows that necessary changes to physical environment have been made to ensure pupil's needs with identified disabilities have been met.
To continue to provide a disabled parking bay and ensure it is accessible to disabled users	Head teacher	Ongoing	None	Consultation with disabled parents/carers to ensure they have access to disabled parking if appropriate/needed
Identify and implement appropriate healthcare plans / multi agency referral systems / CAF's	Head teacher SENCO	Ongoing	SENCO/Building budget	Record of healthcare plans / referrals Chronology on CPOMs
Ensure facilities for disabled pupils and parents are	Head teacher Governors Resource	Ongoing	Building maintenance	Termly inspections of building Consultation with disabled members of school

maintained	committee		budget	community
------------	-----------	--	--------	-----------

(iii) Improvements in the provision of information in a range of formats for disabled pupils

Implementation process (Actions)	Person Responsible	Time Scale Start and End dates	Resources/costs	Monitoring
Use of disability audit to identify strategies to ensure pupils and parents can access information from the school	Head teacher	Ongoing	Training, use of specialist support where appropriate	Implementation of required communication strategy (e.g. Braille, translation, large print) to meet identified needs of pupils and parents/carers