



William Fletcher Primary School Accessibility Policy and Plan 2022-2025

William Fletcher School is a Rights respecting School, this policy reflects 28 (right to education), 29 (goals of education) and 31 (leisure, play and culture).

Aims:

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing a fully 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. William Fletcher School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to **the physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the
 - 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; (If a school fails to do

this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school 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 the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be 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.
 6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
 7. The Plan will be monitored through the Finance Committee of the Governors.
 8. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
 9. The school will work in partnership with the local education authority in developing and implementing this plan and will adopt in principle the "Oxfordshire Accessibility Strategy, Access to Learning".
 10. The plan will be monitored by Ofsted as part of their inspection cycle.

Legislation and guidance:

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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](#), '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.

June 2022

William Fletcher School Accessibility Plan 2022-2025

Improving the Physical Access at William Fletcher Primary School

Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services.

Target	Activity	Responsibility	Timescale	Cost
To provide appropriate access to all users	Seek information on the needs of users and pupils. Place a bell outside the main entrance at waist height. Remove steep slopes around the school Provide signage for wheelchair users	HT / School Manager / Governors	2022-2025	Quotes required for new bell system Part of new building costs.
Uneven areas in playgrounds	Renew old and cracked paving slabs. Paint lines to mark level transitions as necessary	HT / School Manager	2022-2025	Quotes required
Define outside steps	Paint outdoor steps with colour to enable contrast for visually impaired	HT / School Manager	By September 2023	Estimated costs £150

Improving the Curriculum Access at William Fletcher Primary School

Target	Action	Outcome	Responsibility	Timescale	Cost
To ensure that staff are appropriately trained and are able to provide support for parents of children with a disability.	Ensure that staff are able to identify and cope with children with disabilities such as dyslexia, ADHD,	Staff work with confidence with all children in their classes	SENCo	2022-2025	£1000

	diabetes and other medical conditions. Ensure teachers, TAs and governors have access to specific training for disability issues.				
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Improving the Delivery of Written Information at William Fletcher Primary School

Target	Action	Outcome	Responsibility	Timescale	Cost
Availability of written material in alternative formats when specifically requested.	The school will seek advice on the services available for converting written information into alternative formats as the need arises.	The school will be able to provide written information in different formats when requested by individuals.	School Manager/ HT/ SENCo	March 2023	