



# **Feniscowles Primary School**

## **Accessibility Policy and Action Plan**

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## Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Governing Body 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.

At Feniscowles Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine characteristics. The Accessibility Plan will be published on the school website and shared with all staff.

### **Definition of special educational needs**

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school’s provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality and Diversity Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

This Accessibility plan has been developed in consultation with staff and governors of the school and covers the period from January 2023 – January 2025.

## Current Accessibility Arrangements

### Admissions

The Governors are committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs and Disabilities (SEND) to the School will be conditional upon:

1. The parents'/carers' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information.
2. Following the procedures which are set out in any school policies relating to SEND e.g. Assessing Children's Educational Needs.
3. The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision.
4. Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education.
5. Acceptance by the parents/carers that some educational opportunities, which take place offsite may not be available.

The above conditions will also apply, if a disability develops during the course of a child's education in Primary School.

Feniscowles Primary School follows Blackburn with Darwen's admissions policy and Blackburn with Darwen manage the process.

## Access to Buildings and Classrooms

In the main all areas of the school are accessible by all children and their parents. These areas are detailed as follows:

Area	Comment
<b>INFANTS</b>	
Park Farm Road Entrance	Floor levels from Park Farm Road into the School Reception and the EYFS classrooms are all flat and level, allowing access for wheelchair users.
Livesey Branch Road Entrance	Floor levels from Livesey Branch Road into the Infant Playground, into the Playground Main Entrance and the path leading to the EYFS classrooms are all flat and level, allowing access for wheelchair users. There are two sets of steps from the Infant Playground up to the Infant Playground Main Entrance and the Year 2 classrooms and one Year 1 classroom which can also be used to enter the building by non-wheelchair users. These steps have the edges painted yellow with anti-slip paint (re-painted annually) and both sets of steps have handrails either side of the steps.
Car Park	The car park has steps from the car park to the Main Entrance (these steps also have painted yellow edges and there is a handrail). There is access for wheelchair users from Park Farm Road.
Playgrounds	The Infant Playground is one large smooth tarmac surface. There is also a large grassed area, which has a slight slope from the playground; it can be accessed either from the playground or from the main path from Livesey Branch Road. The EYFS Outdoor Area is a smooth tarmac surface, with a slight incline leading away from the building to the back of the area.
Toilets	There is an adult disabled toilet located in the office corridor and there is a child disabled toilet and changing room with hoist located next to 1M.
Corridors & Classrooms	All classrooms and corridors have smooth flat floors & entrances. All doors, internal and external, are of sufficient width for wheelchair users. There is little directional signage around the building and there is no tactile signage.
<b>JUNIORS</b>	
Livesey Branch Road Entrance	Floor levels from Livesey Branch Road (across the playground) into the School Reception are all flat and level, allowing access for wheelchair users. There is a second gate where the playground can be accessed from Livesey Branch Road but the path to that gate is uneven and narrow, it is not accessible for wheelchair users.
Lower Junior Entrance	Floor levels from Livesey Branch Road (across the playground) into the Lower Junior Entrance are all flat and level, allowing access for wheelchair users.
Upper Junior Entrance	Floor levels from Livesey Branch Road (across the playground) into the Upper Junior Entrance are all flat and level, allowing access for wheelchair users.
Car Park Entrance	There is a step from the car park into school (this step also has a painted yellow edge; there is no handrail as the step is enclosed by the walls of the building). There is access for wheelchair users from Livesey Branch Road in to the playground and Main Entrance.
Playground	The Junior Playground is one large smooth tarmac surface which wraps around the building. There is also a large grassed area at the back of the school, this is accessed from the playground.

Toilets	<p>There is an adult / child accessible toilet in the Junior Building. This is suitable for those with physical disabilities, including those in a wheelchair. A hoist and changing facility is available for children.</p> <p>There are child accessible toilets in the Lower Junior toilets and the Year 6 toilets, all of which have a hand rail. The Year 5 toilets do not have an accessible toilet.</p>
Corridors & Classrooms	<p>All classrooms and corridors have smooth flat floors &amp; entrances. All doors, internal and external, are sufficient width for wheelchair users, complying with DDA Regulations. The fire exit next to the music room has a ramp for wheelchair access. The fire exit at the back of the hall has a ramp and handrail suitable for wheelchairs. There is little directional signage around the building and there is no tactile signage.</p>

### **Evacuation Procedures**

The schools' Fire and Evacuation procedures lay down basic procedures for the safe efficient evacuation of the school buildings. These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Emergency Evacuation Plan (IEEP) for the pupil.

### **Actions to improve Physical Accessibility**

Target	Strategies	Timescale	What will success look like?
<p>To be aware of the access needs of disabled children, staff, governors and parents/ carers</p>	<p>Ensure the school staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <ul style="list-style-type: none"> <li>o Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</li> <li>o Ensure staff and governors can access areas of school used for meetings</li> <li>o Annual reminder to parents and carers through newsletter to let us</li> </ul>	<ul style="list-style-type: none"> <li>o As required</li> </ul>	<ul style="list-style-type: none"> <li>o SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</li> <li>o All staff &amp; governors are confident that their needs are met.</li> <li>o Continuously monitored to ensure any new needs arising are met.</li> <li>o Parents have full access to all areas of school</li> <li>o PEEPs are prepared and reviewed as individual needs change</li> </ul>

	<p>know if they have problems with access to areas of school</p> <ul style="list-style-type: none"> <li>o Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</li> <li>o Communication in print around school to help children's understanding and visual recognition</li> </ul>		
Maintain safety for visually impaired people	<ul style="list-style-type: none"> <li>o Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</li> <li>o Check exterior lighting is working on a regular basis</li> <li>o Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</li> <li>o Check flashing beacons that signal fire alarm activation regularly</li> </ul>	<ul style="list-style-type: none"> <li>o Annually, and as new children join the school throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>o Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year</li> </ul>
Lunchtime in own classroom or alternative location	<ul style="list-style-type: none"> <li>o Ensure children who need longer to eat lunch have more time during lunchtime</li> <li>o Ensure children with sensory needs have alternative 'quiet' spaces to eat</li> </ul>	<ul style="list-style-type: none"> <li>o Daily</li> </ul>	<ul style="list-style-type: none"> <li>o All children can access adequate time for lunch and in a location suited to their individual needs</li> </ul>
Whole School Evacuation	<ul style="list-style-type: none"> <li>o Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency</li> </ul>	<ul style="list-style-type: none"> <li>o Annually, and as new children join the school throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>o All physically disabled persons can be safely evacuated</li> </ul>

	<p>(ensure all staff are aware of their responsibilities)</p> <ul style="list-style-type: none"> <li>○ Children to have PEEP's if needed</li> </ul>		
Accessible car parking	<ul style="list-style-type: none"> <li>○ Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school</li> </ul>	<ul style="list-style-type: none"> <li>○ On-going</li> </ul>	<ul style="list-style-type: none"> <li>○ There is a place for disabled members of staff and visitors to park throughout the school day</li> </ul>

## Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers. As a mainstream primary school we cannot replicate the range of support and resources that a specialist school can provide. However, the school has successfully supported pupils with a range of disabilities – especially hearing and sight impairment, physical disability, medical needs and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEND Policy and guidelines on assessing children who may have Special Educational Needs and disabilities.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Input enabled by extra resourcing e.g. extra staff
- Technological enhancements - ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can support and reduce difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENDCO, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or National Qualifications.

The school has an ongoing program of staff development related to meeting the needs of different learners.

Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

### Broad / Balanced Curriculum

Pupils at Feniscowles Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom, consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports



- Music
- Clubs and activities
- Excursions and trips

The suitability of any event and the need for additional support is risk assessed and discussed fully with parents in advance.

Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	<p>Review SEND children's access to curriculum within class sessions.</p> <p>Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Ongoing monitoring from SENCO.</p> <p>Liaise with external professions e.g. SALT/OT to</p> <p>Incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p>	On-going	All pupils have equal access to a broad and balanced curriculum
All school visits and trips need to be accessible to all pupils	<p>Risk assessments to ensure that all children including children with physical disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability</p> <p>Ensure staff are fully briefed with regards to children with SEND</p>	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Annually	All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	Ensure whole school events can be adapted to include all children	As required	Disabled children feel able to participate equally in out of school activities.

	Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school		
Communication with Parents	<p>Ensure parents have access to our SEN provision/SEN school offer currently on the school website.</p> <p>Ensure parents meet and can contact SENCO at any time. o Parents meet regularly with SENCO to access further support and advice.</p> <p>Ensure that the annual report to parents of SEND is accessible and informative for parents.</p>	On-going	<p>Parent/school communication is strong</p> <p>Parents confidently contact SENCO for support and advice.</p>
Pupil Voice	<p>Children are given opportunities to share their concerns, their views and their ideas.</p> <p>Adaptations are made as needed.</p>	On-going	Children voice is heard and acted upon.

### **Information for Pupils and Parents**

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate. Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as hand outs, newsletters, homework etc. then the school will be happy to consider alternative forms of provision in consultation with Advisory Services.

### **Source Materials for the New Plan**

The priorities of the plan have been identified using a number of sources including

- Census Returns
- Assessments
- Pupil Questionnaires
- Parent Consultations/Questionnaires

- Multi-Agency Meetings
- Health and Safety Inspections
- Asset Management Plan
- SEN Register

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are

- Equal Opportunities (including Racial Equality) Policy
- Health & Safety Policy
- Medical Policy (which includes procedures for Asthma and Diabetes)
- Special Educational Needs and Disability Policy
- Admissions Policy
- Behaviour Policy

#### Management of the Plan

- The Governing Body will be responsible for the strategic direction of the School's Accessibility Plan.
- The Governing Body will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Headteacher and the SENDCO will be responsible for the plan's day to day implementation.
- Progress of the plan's priorities will be reported to the Full Governing Body at least once per year and posted on the school w

