



Accessibility Plan 2024 - 2027

Background

The **Equality Act 2010** prohibits discrimination against people with the protected characteristics that are specified in section 4 of the Act. Disability is one of the specified protected characteristics. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that, in general:

- the person must have an impairment that is either physical or mental
- the impairment must have adverse effects which are substantial
- the substantial adverse effects must be long-term
- the long-term substantial adverse effects must be effects on normal day-to-day activities.

Flax Bourton Primary School recognises its duties under the **Equality Act 2010** to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

why

Why do we exist?

We exist so that ALL children and their families, our members of staff and the wider community **flourish**; growing together towards **life in all its fullness**.

how

How do we enable ALL to flourish?

By **aiming high**, **respecting others** and **having fun** across and through our teaching & learning and spiritual, moral, social and cultural development.

what

What do we do to enable ALL to flourish?

We provide a **fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs**. We challenge negative attitudes about disability and accessibility and promote a culture of awareness, tolerance and inclusion.

Consultation and involvement

The development of this action plan and the actions within it will be informed by the input of staff, pupils and parents and carers by a variety of means including:

- Feedback from parent questionnaires and parents' evening
- Input from staff questionnaires or through staff meetings / INSET
- Feedback from the school council, PSHE lessons and pupil interviews
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- Feedback at Board of Governor meetings.

Review of progress and impact

We will review progress against our Accessibility Plan annually.

Publishing the Accessibility Plan

We will:

- Publish our Accessibility Plan on the school website
- Raise awareness of the action plan through the school newsletter, staff meetings, Governor meetings and other communications
- Make sure hard copies are available on request.

Examples of good practice already in place

- seating of pupils with hearing difficulties central to the classroom and closer to the front
- seating of pupils with visual difficulties (short sight, tracking) central to the classroom and closer to the front
- coloured acetate overlays for dyslexic pupils (guided by optician's advice)
- interactive whiteboard - blue background chosen (rather than white) for dyslexic pupils/pupils with visual tracking difficulties
- paper copies made of interactive whiteboard for pupils with visual tracking difficulties
- visual timetable
- pictures as well as text on labelling (also helps EAL pupils)
- planned seating - back to wall - for pupil who is hyper-vigilant
- writing slope for pupil with core instability
- seating cushion for pupil with core instability
- pencil grips for pupil with fine motor skills problems
- lack of visual 'clutter' e.g. hanging display labels, shiny objects, sunlight through window, for pupil with high degree of distractibility
- quiet area for pupil with exhaustion to have regular breaks
- collective worship (assemblies) linked to celebrating difference

Awareness of Equality, Accessibility and Inclusion

Actions	Outcome	Timescale	Responsibility	Success Criteria	Monitored by
<p>Take opportunities to raise awareness of the Accessibility Plan for staff, governors, parents, visitors, contractors etc, at meetings and inductions</p> <p>Publish on school website</p> <p>Accessibility Plan to become an annual agenda item at Board of Governors meetings</p> <p>Provide training as necessary</p>	<p>All to be aware of the plan and to recognise their responsibilities in responding to particular issues</p> <p>Pupils will understand what it means to be part of a diverse community</p>	Ongoing	Teachers Headteacher SLT Clerk to Governors	<p>Potential accessibility issues are firmly embedded in daily routines and communications.</p> <p>Appropriate responses to issues.</p>	Headteacher
<p>Assess the correlation between policies as they are reviewed</p>	To ensure that school policies accurately reflect our commitment to disability equality	Ongoing	Headteacher Governors SLT	All policies celebrate difference and enable all children to access the curriculum, provision and site & trips	Reports to each committee or Board of Governors.
<p>Include references to the Accessibility Plan in the School Development Plan</p>	<p>Joined up thinking to inform whole school strategy</p> <p>Formalisation of our attitudes and beliefs into actions</p>	Ongoing	Headteacher SLT	Strategic overview and practice are mirrored.	Board of Governors Headteacher
<p>Deliver CPD to staff on the Equality Act</p>	Staff are aware of the Equality Act and understand their rights and responsibilities in this	Ongoing – regularly in staff briefings and in focused professional development meetings (PDMs)	Headteacher SLT		
<p>Encourage involvement by all equality groups in school life</p>	Wider participation by currently under-represented groups	Ongoing	Headteacher Governors	A well-balanced wider school community which reflects the school's commitment to respect for all.	Board of Governors Headteacher

The Physical Environment					
Actions	Outcome	Timescale	Responsibility	Success Criteria	Monitored by
<p>Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.</p> <p>Include accessibility issues as part of regular Health and Safety walk.</p>	<p>Compliance with building regulations regarding accessibility</p> <p>Eliot building and outside area (the Hollow building, pond and woods) is accessible to all children and adults</p>	Ongoing	Board of Governors Headteacher SBM	Premises compliant with legislation and accessible to all.	Headteacher SBM
<p>Continue to respond to needs of staff / pupils with fluctuating, recurring and potentially progressive impairments as and when needed. (Including Personal Emergency Evacuation Plans, Learning Plans, Care Plans, Risk Assessments)</p>	Plan in place to provide varying levels of support required.	Ongoing	Headteacher	Staff / pupils will be able to access the site and where needed, support will be put in place.	Headteacher

Curriculum and Enrichment					
Actions	Outcome	Timescale	Responsibility	Success Criteria	Monitored by
<p>Monitor and analyse pupil achievement by disability and act on any trends or patterns in the data that require provision of additional support.</p>	Appropriate support for pupils, raising standards and ensuring inclusive teaching across the whole school.	Termly Ongoing	Teachers Headteacher	Termly analysis is carried out and remedial and timely action is taken.	Teachers and Headteacher at Pupil Progress Meetings Governor board
<p>Provide opportunities for all pupils to take part in extended school activities and after school clubs.</p> <p>Actively encourage pupils to 'give it a go' and facilitate</p>	Greater uptake by groups who instinctively may believe that it will not be an inclusive activity.	Ongoing	Teachers Headteacher Club leader - SHINE	Increased participation in sports clubs by pupils with impaired mobility.	Teachers Headteacher

participation by ensuring that club leader is apprised of relevant information.					
Review our offer against our universal provision guide and ensure this is in place for all children at all times	Our standard universal offer is in place	Ongoing	SENDCo Class teachers Headteacher	All children can access the curriculum	SENDCo
Ensure that the curriculum promotes role models that young people positively identify with. Identify figures, past and present, in the curriculum and visitors who represent a range of backgrounds	Notable increase in participation and confidence of focus pupils from other backgrounds Increase knowledge of other backgrounds	Ongoing	Teachers Headteacher	Increase in participation and self-confidence.	Teachers Headteacher
Ensure that the learning and developmental needs of all individuals are met to the best of the school's ability.	Range of inclusion strategies – use of expertise including OT, Speech and Language, multi-agency approaches, Educational Psychologists etc.	Ongoing	Learning Support Staff Teachers Headteacher	All pupils achieve their full potential. Analysis of data demonstrates that the gap is narrowing for the equality group.	Teachers SENCO Headteacher Governing board
Ensure that no child is excluded from school trips and to find creative solutions to allow all pupils to participate irrespective of impairment. Ensure that adequate budgetary allowance is made to allow for support staff overtime as and when required.	Trips to support the curriculum which enrich all pupils' learning promote an inclusive attitude and respect for the needs of others. All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	Learning Support Staff SENCO SBM Teachers Headteacher	All children will participate unless there is a specific health and safety issue.	Headteacher Governing board SBM
Extend the provision of appropriate technology to engage pupils with different learning needs and styles.	More flexibility with a variety of appropriate resources.	Term 2 - ongoing	Headteacher Teachers Computing / English Lead SBM	Sufficient devices ready for 'on demand' usage.	Headteacher

Communications					
Actions	Outcome	Timescale	Responsibility	Success Criteria	Monitored by
To be pro-active in offering help to pupils and adults who may have problems accessing information, including those who do not have access to technology.	Improved service to vulnerable groups.	Ongoing	All	Satisfaction with communication channels from all stakeholders.	Headteacher Governors
To respond in a sensitive manner to those with accessibility issues who request additional support.	Identification and improved service to vulnerable groups.	Ongoing	All	Satisfaction with communication channels from all stakeholders.	Headteacher Governors
Availability of written material in alternative languages.	The school will use information and translations for key information for EAL families.	As and when required.	Headteacher	Readily available information in a variety of languages.	Headteacher

This plan should be read in conjunction with:

- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Employment Policies as adopted from North Somerset
- Single Equalities Scheme
- SEND Policy
- Health and Safety Policy
- Curriculum Policies