



Froxfield CE School Accessibility Plan

Aims

This plan outlines how Froxfield CE School aims to improve access to education for children with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and longterm adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which children with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable children (or members of their families) with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of information ensuring it is accessible to all pupils and their families.
- To address the diverse learning needs of children with respect to the learning environment and educational services.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account children's disabilities and the views of parents/carers and children. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Children’s parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its children. The plan is also reviewed where the school has undergone a significant change of any sort.

The accessibility audit

1.1. The governing board will undertake an Accessibility Audit every year.

1.2. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which children with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which children with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which children with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the governing board will consider all kinds of disabilities, impairment and difficulties that may prevent children accessing elements of school life.

1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account children’s needs and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

Priority		Objective	What	Impact	When	Goal Achieved
HIGH	1	Resources provided to support children to access the same curriculum as their peers	*training from SENCO – possible adaptations *use of pupil passports to identify adaptations *resources available in class	Teachers are skilled at adapting learning so all children can be successful.	On-going	
HIGH	2	Additional catch-up/Keep-up (inc. phonics) for those who need it. Interventions are appropriate to children's needs.	*Training for staff *SENCO/HT to monitor *children able to keep up with peers *children feel successful and have positive self-esteem.	Children make good and accelerated progress. Staff are knowledgeable and skilled at supporting children and adapting teaching to meet their needs.	On-going	
HIGH	3	Teachers are trained to support children with English as an additional language.	*training for staff *work with EMTAS *Use of technology integral to practice (eg. Google Translate). *Use of visual images.	Provision meets the needs of children who are in the early stages of learning English. Staff have a range of tools to use to support children.	December 2022	Achieved
HIGH	4	Ensure all staff feel confident to support the mental health and well-being needs of children	*training for teachers *training for support staff *provision of resources *on-going clinics	VF – Well-being Led to plan	Ongoing	
LOW	5	Ensure inclusive provision meets the needs of all individual children.	*Meet with parents to develop plan *Provide training for staff as necessary Review/adapt environment as necessary *Review/adapt support as necessary.	The school's inclusive environment meets the needs of all children	As required.	

			*Continued drive for personalised provision			
HIGH	6	Ensure the curriculum is fully accessible all for pupils with an additional need or disability.	*Long term plans consider individual needs *All necessary resources available *Individual provision/support identified *Training for LSA/teachers as necessary	Through half-termly planning meeting.		
MEDIUM	7	Ensure ICT resources available to support curriculum access where necessary.	*Purchase necessary resources as required	As required. Linking to school budget.		
HIGH	8	Ensure that all school trips and residential are accessible to all children.	*Address the needs of all individuals when planning trips. *Identify accessibility arrangement on risk assessments where necessary	As trips are booked. Through following risk assessment procedures		
HIGH	9	Improve availability of written material in alternative forms or languages	*School aware of local and County services for converting written information into alternative formats *Statement on website regarding large print/different languages as requested	Parents have access to information in their first language, enlarged print or braille as appropriate.	December 2023	

MEDIUM	10	The school to keep fully informed of services available to families within the local community.	*List of services to be developed *Shared with families as appropriate.	Parents are receiving appropriate support and school is actively signposting.	Ongoing	
MEDIUM	11	A yearly Accessibility Audit to be undertaken by Governors	*Identify strengths & opportunities for improving accessibility *Provide a report to HT	Audit undertaken and any appropriate and reasonable changes are actioned.	Summer Term	
LOW	12	Explore the possibility of Visual Alarm Beacons if required	Fit if required.			
MEDIUM	13	Maintenance of entrance, steps & thresholds to all buildings	Highlight step edges (on-going)	Through S&W Committee	By April 2022	Complete