

Fishbourne Church of England Primary School

Accessibility Plan

Lead member of staff	SENCO
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At Fishbourne Church of England Primary School we start with the WHY – our core belief drives all decision making. We think deeply about the HOW, using our core belief to guide decisions on a day to day basis. Finally we decide WHAT action brings our belief to life.

Our core belief is that:

***'There is only one you in this great big world...
...make it a better place'***

This core belief is at the heart of why and how we create our policy and the policy in action.

God you made me; you created me. Psalm 119

Objective of the Accessibility Plan

The key objective of the plan is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, parents, staff or visitors with a disability.

Fishbourne CE Primary School is committed to equal opportunities under the Equality Act 2010 – our school motto is 'there is only one you'. We value the individuality of all our children and stakeholders. We are committed to giving all of our children every opportunity to achieve the highest standards, participating fully into the life of the school. Our school is committed to promoting equal treatment of all its pupils, employees, parents and any others involved in the school community irrespective of any form of disability.

Purpose of the Plan

The purpose of this plan is to show how Fishbourne CE Primary School has and intends to increase the accessibility of our school for disabled members of our learning community and visitors.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. (Equality Act 2010).

Audit and Planning Duty

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled members of the school community in the three areas required by the planning duties in the DDA:

- Physical access – improving the extent to which disabled pupils are able to take advantage of education and intervention
- Learning access – increase the extent to which disabled pupils can participate and achieve within the school's curriculum
- Information access – ensuring all families can access key information about the school

Within these areas, we have identified those actions which set out to monitor, maintain and improve current accessibility to the school.

Contextual Information

Fishbourne CE Primary School is a one storey building which has an accessible toilet. Wheelchair access is available into the main building and the majority of the school grounds are wheelchair accessible.

Physical access to the school environment

	Aim	Action	Timescale	Responsibility	Success criteria	Review
Monitor	To ensure that the school complies with the Equality Act 2010: https://www.gov.uk/guidance/equality-act-2010-guidance	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	Ongoing	HT SENCO Governing Body	All policies clearly reflect inclusive practice and procedure.	
	To identify pupils who may need adaptations needed to physical environment and/or provision.	To liaise with pre-school, nursery settings and local authority to review potential intake for September.	June/July annually	EYFS teacher SENCO HT	Procedures and equipment in place in preparation for transition to Fishbourne.	
Maintain	Effective collaboration and partnership between school and families.	Termly SEND meetings for class teachers to review progress of children with additional needs. Half termly updating of Individual Learning Plans, shared with parents. Annual reviews.	Termly Half termly	SENCO HT Class teachers	Children's needs being met. Parents experience partnership, trust and openness with school.	
	Effective partnership and collaboration with external agencies	Links made with external agencies that offer support and guidance for meeting the needs of all children in the classroom: e.g. Porstmouth Downs Syndrome Association, West Sussex Learning Behaviour Advisory Service		SENCO Class teachers	Clear collaborative partnerships with external agencies.	
	Ensure that all children, staff and visitors can safely evacuate the building	PEEPS updated annually	Annually (Sep)	SENCO Class teacher	PEEPS current All staff aware of their responsibilities	
	Health care plans are kept up to date	Annual review of health care plans with	Annually	Medical Lead		
	Appropriate adaptations to the physical environment for wheelchair users	Doors of classrooms in KS1 widened. Portable ramp purchased for enabling wheelchair access across step into KS1 classrooms. Disabled bay and dropped kerb in car park	COMPLETE	SENCO HT Bursar	Wheelchair access throughout school	
	Appropriate physical environment for children with hearing impairments	Doors added to all KS2 classrooms	COMPLETE	SENCO HT Premises officer	Acoustics improved in KS2 classrooms.	
Improve	Improve décor for children with visual impairments.	Hand towels, soap dispensers and door frames clearly labelled and stand out against wall for visually impaired.	Rolling programme for redecorating classrooms	Premises officer	Children able to access resources and classroom regardless of needs.	

	To ensure all family members can be fully involved with every opportunity.	Utilise allocated parking space to enable disabled parent to drop off and collect children. To review the arrival/departure arrangements for families with physical disability. To promote partnership with families to review the quality of their experiences in our school.	Annually	HT SENCO	Families have a positive experience of school partnership and collaboration	
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Access to the school curriculum

	Aim	Action	Timescale	Responsibility	Success criteria	Review
Monitor	To ensure that the school complies with the Equality Act 2010: https://www.gov.uk/guidance/equality-act-2010-guidance	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	Ongoing	HT SENCO Governing Body	All policies clearly reflect inclusive practice and procedure.	
	To identify pupils who may need adaptations needed to physical environment and/or provision.	To liaise with pre-school, nursery settings and local authority to review potential intake for September.	June/July annually	EYFS teacher SENCO HT	Procedures and equipment in place in preparation for transition to Fishbourne.	
Maintain	Effective collaboration and partnership between school and families.	Termly SEND meetings for class teachers to review progress of children with additional needs. Half termly updating of Individual Learning Plans, shared with parents. Annual reviews.	Termly Half termly	SENCO HT Class teachers	Children's needs being met. Parents experience partnership, trust and openness with school.	
	To ensure continuity of provision for children with additional needs	Multi-disciplinary agency working. Whole school training where possible to ensure that all staff are becoming more highly skilled in supporting the learning of children with a range of additional needs: e.g. down syndrome personalisation of learning, Makaton etc. Marking national awareness days: e.g. National Down Syndrome Awareness Day	Ongoing	SENCO	School staff believe their CPD needs are being met prior to the start of the academic year.	
Improve	Continue to build links with external agencies to support families of children with disabilities	Research opportunities / agencies which could provide a range of support for our teaching staff CPD, children and families	Ongoing	SENCO Class teachers	School has an outward looking approach to accessing support for all children.	

Information Access

	Aim	Action	Timescale	Responsibility	Success criteria	Review
Maintain	All families in school are able to access the information that they need.	Ensure that school clearly notifies parents that all correspondence can be available in modified formats or large print. Families can access support from any member of staff to access materials.	Ongoing	HT Admin team	Accessible materials to all.	
Improve	All families in school believe they have had a chance to feedback the effectiveness of communication and correspondence in school;	A question to be included in parental questionnaire in reference to ease of access to correspondence and communications	Summer 2023	HT	Parent feedback received.	