



Fixby J&I School

Accessibility Plan

Preparing our children for their future.

Encouraging them to be confident, successful

and responsible individuals, ready to

thrive in modern society.

Statutory Policy			Website	
Yes			Yes	
Date Written	Written by..	Ratified by..	Ratified on..	Next Review
	Saima Ahmed	SEND Gov		
Date of Review	Reviewed by			

Accessibility Plan

September 2023/24

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Our Vision at Fixby Junior and Infant School.

Preparing our children for their future. Encouraging them to be confident, successful and responsible individuals, ready to thrive in modern society.

Fixby Junior and Infant school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Aim:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils
- with special educational needs
- and / or disabilities

Fixby provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum, including:-

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This accessibility plan focuses on a wide range of disability associated with pupils at Fixby Junior and Infant School, pupil achievement is celebrated in a pupil-centred teaching and learning environment.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

Accessibility – Statutory Responsibilities

Fixby school is committed to ensuring equal treatment of all its children and employees with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices or service deliver.

At Fixby school we have the following:

- The whole school is at ground level
- Two disabled Toilets.
- Wheelchair accessible doors.
- Low level Reception counter.
- Corridors throughout school are wide
- Changing facilities in the EYFS classroom
- Library shelves are accessible

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim		Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils with high expectations for all pupils, individual targets and Quality First Teaching.</i></p> <p><i>Curriculum is subject to ongoing review to ensure it meets the needs of all pupils</i></p> <p><i>Relevant policies in place</i></p>	<p>A broad-balanced curriculum model is being implemented to ensure pupils continue to make good progress towards meeting the objectives.</p>	<p>Staff feel confident to meet the needs of all children, they have the resources they need to differentiate to support the needs of all children. Support given to staff if needed.</p> <p>Update the curriculum policies and procedures to ensure curriculum is accessible to all learners</p>	<p>Subject Leaders</p> <p>Headteacher /Governors</p>	<p>On-going with time planned in to lesson observations, learning walks and book scrutiny.</p> <p>Reviewed every year.</p>	<p>Evidence is visible in books, learning walks and lesson observations. All children achieve to their best potential.</p> <p>School policies reflect good practice and conform to statutory requirements.</p>
	<p><i>Ensure additional Curricular Activities are accessible for all children and barriers are reduced through individual planning.</i></p>	<p>Additional curriculum activities are offered every term and a variety of clubs that are accessible to all children.</p>	<p>A range of after-school activities include (for example) Crafts Club, Choir, Bird-watching, Art-club in addition to a full range of sporting events. Many clubs are free of charge or a very small fee</p>	<p>Class teachers</p>	<p>Every Term</p>	<p>Play leaders support pupils at break/lunch time. School Council to ensure that a variety of clubs are on offer which are accessible for all children.</p>

Aim		Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<p>At Fixby school we have the following:</p> <ul style="list-style-type: none"> • Whole school is at ground level. • 2 Disabled Toilets. • Wheelchair accessible doors. • Low level Reception counter. • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Library shelves at wheelchair-accessible height</i> 	<p>Accessibility audit and ensuring new developments links to accessibility needs.</p> <p>Emergency provision planning for individual children through PEEPS.</p>	<p>Annual Accessibility Audit to be carried out</p> <p>Meetings between HT/Site Manager/Kirklees representatives</p>	<p>SBM / Site Manager / H&S Gov</p> <p>HT/SBM /Site Manager / H&S Gov</p>	Ongoing	<p>Consistent or improved accessibility to school building for all.</p> <p>Problems are reported immediately to site premises manger and is dealt with swiftly.</p>

Aim		Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	<i>To provide parents with information about activities and events within school and opportunities available in the wider community</i>	Information is provided on the website, newsletters are sent out to all pupils. Information sent through the Fixby Facebook Text message system for reminders or information Email/'parentpay' system to ensure access to the weekly newsletter.	CT to ensure all information is updated regularly Ensure opportunities are sought of activities and support in the wider community and share with parents / carers through FB/website	Class teachers/phase leaders SENDCo / SEMH Lead	On-going On-going	Parents feel well-informed of activities in school.
	<i>To provide information about SEND</i>	SEND report available on website SEND report up-dated and shared with Governors. Parents of children with additional needs have specific information shared and regular meetings with class teacher, SENCo and/or external agencies if necessary	Regular meeting with parents and class teachers. Governors to be kept up to date at meetings.	SENDCo	As required	Parents can easily access information about SEND Specific information is shared with parents when necessary. Parents attend meetings in school regarding additional needs.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher, Health & Safety Governor and agreed at Resources Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Safeguarding Policy
- Special educational needs (SEN) information report

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

