



Accessibility Plan and Policy

Date adopted: April 2021 Last reviewed: 26/04/2024
 Review cycle: Every 3 years or earlier Is this policy statutory? Yes
 Approval: The Good Shepherd Trust Author: Caroline Mallett
 Local approval*: Local Committee Local author*: Head teacher
 Next Review Date of 25/04/2027
 Template Policy:

*Local approval will either be the local committee/IAB, the head teacher, or the CEO (refer to policy schedule)

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approval Date	Comments
1.	20/03/2024	Y. Morrisroe	28/03/24	Policy updated for IAB review and approval.
2.	26/04/2024	C. Mallett	28/03/24	Policy approved by the IAB on 28/03/24 pending updates.

Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. Farnborough Grange Nursery and Infant School aims to be an inclusive school, which celebrates diversity and is accessible to all. We aim to treat all its pupils fairly and with respect.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.



Farnborough Grange Nursery and Infant School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act 1995). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

This policy complies with our funding agreement and articles of association.

Monitoring arrangements

Attached are action plans, relating to the key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. The plans will be monitored by the headteacher. New plans will be drawn up every three years. The school will work in partnership with the GST in developing and implementing this plan and will adopt in principle the school's Special Educational Needs Policy.



The action plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Premises Manager. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

Equality information and objectives
Health & Safety (including off-site safety)
Special Educational Needs (SEN) information report
Supporting pupils with medical conditions policy
Behaviour and Discipline Policy
School Improvement Plan
School Prospectus

We acknowledge that there is a need for ongoing awareness raising and training for staff and the Local Committee in the matter of disability discrimination and the need to inform attitudes on this matter.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all Local Committee committees will contain an item on “having regard to matters relating to Access”.

The School Prospectus will make reference to this Accessibility Plan.
The School’s complaints procedure covers the Accessibility Plan.
Information about our Accessibility Plan will be published on the school website.

The Plan will be monitored by Ofsted as part of their inspection cycle.



Farnborough Grange Community Infant School and Nursery Accessibility Plan 2024-27

Improving the Physical Access at Farnborough Grange Community Infant School and Nursery

An **Access Audit** was carried out by Caroline Mallett/ Billie Carey on 26th April 2024 and a number of recommendations made:

Item	Activity	Actions to address	Timescale	Cost	Update April 2025
Getting to the building	Gate is light but very high and could potentially be difficult for disability scooter/wheelchair access	Investigate power assisted gate for wheelchair users	24- 2025		
	Release button at Pedestrian gate from car park not positioned for wheelchair users/mobility impaired	Consider adding an extra button or intercom at wheelchair height – office team can open gate from school side	24- 2025		
	Not possible for wheelchair user/ mobility impaired person to enter front door unaided	Investigate power operated door function for front door and atrium door	24- 2025		
	External signs not designed and positioned to inform those with visual impairments and wheelchair users with reduced eye- levels	See advice from GST and SCC on appropriate levels of signage to provide	Sept 2024		
	External access without stairs is possible around full building but step access to some areas would need a ramp if child with mobility access joined school. Some fencing outside classrooms also prevents parent disability scooter access.	Whilst alternative access is possible aim should be for free access to all classes/public spaces. Investigate cost of ramps, handrails around site to be assessed, updated and improved as necessary	June-Sept 2024		



Internal facilities	Not all corridors have a clear unobstructed width of 1.2m	As programme of redecoration is completed and new doors are fitted check widths. Review location of tables and resources in corridors to assess what can be moved to increase available corridor width at pinch points to make access to resources better. Fixed corridor width in some locations	June-Sept 2024		
	Emergency and evacuation procedures do not cater for all possible users	Investigate flashing light alarm for hearing impaired people.	2025-6		
	Emergency and evacuation procedures do not cater for all possible users	Review procedure to ensure it meets the needs of visually impaired people	2025-6		
	No hearing induction loop (fixed or portable)	Investigate cost of hearing induction loop	2025-6		
	Signage does not provide large font visual, audible and tactile information, and is not always positioned to be visible from both seating and standing position	See advice from GST and SCC on appropriate levels of signage to provide	Sept 2024		



Farnborough Grange Community Infant School and Nursery Accessibility Plan 2024-27

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO BE COMPLETED	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils, staff and visitors as required. This includes:</p> <p>The school site is all on one level, except for 3 small steps with handrails in one corridor.</p> <p>It is possible to access the whole site on one level using a different route.</p> <ul style="list-style-type: none"> All (but one) outside doors are accessible for a wheelchair. Corridor widths and most door widths are fully accessible for wheelchairs. Disabled parking bays Disabled toilets and changing facilities Children’s step stools and specific sizing equipment for children’s toilets. Library shelves at wheelchair-accessible height Classroom equipment includes alternatives e.g., self-opening/ easy grip scissors. 	To ensure that all access points of the school site are kept clear of obstacles, well maintained and accessible for wheelchairs and other disabilities.	Monitor disability access points for obstacles, and keep well maintained.	All staff	Ongoing daily.	<p>All access points are fully clear, accessible and well maintained at any time.</p> <p>All disabled parking bays are only used appropriately for disabled transport.</p> <p>Disabled toilet facilities are kept well maintained, clear and accessible.</p>
		To ensure that disabled parking bays are kept clear at all times, unless used by the disabled.	Monitor the use of disabled parking bays.	Office staff	Ongoing	
		To ensure disabled toilet facilities are kept well maintained.	Maintain disabled toilets.	Caretaker	Ongoing	
		To ensure that specific equipment for children’s	Monitor step stools and other specific equipment for disabilities.	Inclusion Lead	Ongoing	



		<p>use of the toilet is kept available when needed.</p> <p>To ensure that children's alternative equipment is replaced when necessary.</p>	<p>Audit and monitor alternative classroom equipment.</p>	<p>Inclusion Lead</p>	<p>Ongoing</p>	<p>Steps stools and specific toileting equipment is always available when required.</p> <p>Alternative classroom equipment is always available when required.</p>
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Improving the Curriculum Access at Farnborough Grange Community Infant School and Nursery



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a Quality-First Teaching Approach. 	Teachers fully differentiate lessons where necessary, including the provision of reasonable adaptations of resources or environment.	Monitor planning and delivery of lessons to ensure all pupils can access each year group curriculum.	SLT	Ongoing throughout the year.	All planning and lessons monitored will provide access to all children.
	<ul style="list-style-type: none"> The curriculum is reviewed to ensure it meets the needs of all pupils 	To include a diverse range of resources including the experiences of people in our community	Advice and guidance will be given to teachers and LSAs regarding differentiation and adaptations, including behaviour support.	SLT / Inclusion Lead / class teachers	On-going throughout the year	Adaptations of resources and environment, as well as differentiation is observed in lessons and books.
	<ul style="list-style-type: none"> This may include differentiated curriculum for some pupils where necessary. 					
	<ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum. 					
	<ul style="list-style-type: none"> Curriculum resources include examples of people with disabilities. 		Monitor the resources for equal diversity.	Inclusion Lead	On-going throughout the year	Resources will portray a range of diversity.



	<ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability 	To track and compare progress for all groups of pupils, ensuring that all strategies and interventions are effective.	Pupil progress meetings are held termly to analyse progress made by each group.	Inclusion Lead / Phase Leaders	Termly	Analysed data for progress and attainment will be available for all groups.
	<ul style="list-style-type: none"> Targets are set effectively and are appropriate for pupils with additional needs 	To ensure ASAPs are written and reviewed termly with parents. Targets are SMART and achievable.	Monitor targets for ASAPs and moderate reviews	Inclusion Lead	Termly	ASAPs are consistent and show progress made by child and shared with parents.



Improving the Delivery of Written Information at Farnborough Grange Community Infant School and Nursery

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Low contrast print resources e.g., coloured backgrounds. • Augmented communication systems e.g. Makaton signing, PECS where necessary. • Visual aids and timetables • Pictorial or symbolic representations • Digital Equipment e.g., Interactive Whiteboards (can include low contrast, large font and sound features) 	To ensure alternative communication systems are used consistently and effectively.	Continue to improve staff training of Makaton and PECS where necessary.	Inclusion Lead	Termly (as new staff join)	Staff will use an extended range of Makaton and PECS where it is needed (particularly Nursery RP).
		To ensure alternative print resources are used consistently and effectively.	Monitor use of print resources in lesson observations (e.g., large print and low contrast).	Inclusion Lead	Termly (alongside pupil progress meetings)	Print resources will be produced consistently and effectively for those who need it.
		To ensure visual resources are used consistently and effectively	Audit and monitor use of visual resources and timetables.	Inclusion Lead	Termly (alongside pupil progress meetings)	Visual timetables and visual/ pictorial/ symbolic/ digital aids will be used effectively where needed.