



"Let your light shine!"

Frieth C.E.C. School Accessibility Plan

Member of staff responsible: Headteacher

Governing body committee responsible: FGB

Reviewed: Three-year cycle

Headteacher's signature: Martin Gosling

Chair of Governor's signature: Jill Dean

Review date: June 2022

signed: Martin Gosling
Signed: Jill Dean

date: 20.6.22
date: 20.6.22

Review date: June 2025

signed: Martin Gosling
Signed: Jill Dean

date: 11.6.25
date: 11.6.25

Review date: June 2028

signed:

date:

Review date: June 2031

signed:

date:

Accessibility Plan

Rationale and Ethos

Frieth CEC School's school vision 'Let Your Light Shine' is rooted in the teachings of Jesus in the 'Sermon on the Mount' from the Gospel of Matthew, Chapter 5 verses 1 to 16. It encourages our children to show the world how wonderful they are, in both the good character and values they display and in their unique qualities and talents. Our values of respect, responsibility, resilience, honesty, kindness and creativity guide all that we do and we seek to develop these characteristics in all our pupils, preparing them to be reflective and responsible members of society who let their light shine.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

Definitions

The Children and Families Act 2014 section 3 has the following definitions of Special Educational Needs and Disabilities. A child has Special Educational Needs or Disabilities if:

- he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her
- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school

According to the **Equality Act 2010** a person has a disability if:

- He or she has a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Our Approach

Frieth C.E.C. School is committed to:

- Do all we can to support disabled pupils to access and participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Make all disabled pupils and their family aware of our accessibility plans

By reducing and eliminating barriers, we aim to allow all pupils, including those with a disability, to access the curriculum and participate fully in the school community. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

Our **Equalities and Cohesion Policy** sets out our aims for how Frieth C.E.C. School will ensure every pupil is treated equally and no pupil is disadvantaged. As a school we recognise three main duties:

1. Not to treat disabled pupils less favourably
2. To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
3. To prepare accessibility strategies (Local Authority) and accessibility plans (schools) for increasing over time the accessibility of schools for disabled pupils.

Planning

The school buildings at Frieth have developed over the past 150 years, which has made accessibility challenging. Access to every classroom in the building is currently possible, including the main school hall, and there is a specially adapted toilet for those requiring increased access. The school continues to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

When individual pupils with Special Educational Needs or Disabilities apply to join our school, the school will meet with parents and will seek advice from relevant outside agencies to ensure accessibility to the buildings and curriculum is in place before the pupil joins the school. (See planning grid in appendix 1)

Our plan for continuing our work towards making our school increasingly accessible can be found in Appendix A.

Frieth C.E.C. School Accessibility Plan 2024 – 25

	Targets	Strategies	Expected Outcome	Timeframe	Impact
Short Term	Increase availability of any specific equipment for identified pupils with disabilities	SENCo to co-ordinate equipment and materials for children with SEND, including for those with Autism and ADHD Seek advice from LEA disabilities specialist outside agencies on what equipment is needed for identified pupils.	Identified pupils with disabilities are supported and the curriculum is accessible	Ongoing	
	Increase all staff awareness of autism, ADHD and Attachment	Audit staff knowledge, skills and training to identify expertise or specialised knowledge and understanding. Autism ‘champion’ identified and trained. Regular termly staff Training for all other teachers and LSAs around variety of disabilities.	All staff have some level of understanding of different disabilities. All pupils with SEND, including those with ASD, are better understood and catered for.	Annual training	
Long Term	Improve disabled access to outside areas from within building.	Identify difficulty of access from each external doorway. Create plan of works to allow for smoother wheelchair access.	Plan to tackle inaccessible doorways is in place.	Works to begin on doorways by July 2026	