



FORT ROYAL PRIMARY SCHOOL

ACCESSIBILITY PLAN

HISTORY OF POLICY REVIEW/CHANGES

Date	Page	Details of change	Amended by	To be Ratified
4/3/24	3	Plan updated	E.Francis	

Prepared by: Headteacher	Responsibility of: Governing Body
Last Review: March 2024	Next Review: September 2026



FORT ROYAL COMMUNITY PRIMARY SCHOOL

DISABILITY ACCESSIBILITY PLAN

Introduction

The Governing Body acknowledges its duties under the Disability Discrimination Act (1995) as amended by SENDA (2001) "not to discriminate against disabled pupils in their admissions and exclusions, education and associated services".

The definition of disability is very broad. A person is deemed to have 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". A child's ability to memorise, concentrate, learn, speak, move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may therefore amount to a disability.

Most pupils at Fort Royal School have been or are likely to be deemed disabled under this definition. The school aims to include all pupils in the full life of the school through the implementation of all its policies.

Key Objective

Fort Royal School will monitor and review its operation and procedures in order 'to reduce and eliminate barriers to access the curriculum and to full participation in the school community for all pupils, prospective pupils and adults with a disability'.

Key Aims

1. Fort Royal is 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.
2. Fort Royal 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 all pupils with a disability, taking account of their individual needs. This covers teaching and learning and the wider curriculum of the school such as participation in 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.
3. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Equal Opportunities and Diversity
 - Health & Safety (including off-site safety)
 - Inclusion
 - Behaviour Management
 - School Improvement Plan
 - Asset Management Plan

LONG TERM GOALS 24-26

- To maximise participation in an accessible curriculum
- To continually improve the physical environment to maximise access
- To improve the availability of accessible information

Implementation, review and revision

- The school will set short term goals each academic year. These will be reviewed and new goals will be set based on outcomes from the previous year.
- The school will ensure that there is an open dialogue at all times . This will include staff, children parents and governors

Accessibility Plan

Target	Strategy	Outcome
<ul style="list-style-type: none">• Staff training for awareness of disability issues	<ul style="list-style-type: none">• Undertake audit of staff training needs• Use to inform the staff training plan	<ul style="list-style-type: none">• All staff are able to meet more fully the requirements of all children with regard to accessing the curriculum
<ul style="list-style-type: none">• Provide training for parents in aspects related to helping their child learn and develop	<ul style="list-style-type: none">• Audit parents and other professional to ascertain key parental needs• Provide parent training workshops	<ul style="list-style-type: none">• Parents are more fully able to meet the needs of their disabled child.
<ul style="list-style-type: none">• Classrooms are optimally organised to promote the participation and independence of pupils	<ul style="list-style-type: none">• Identify where support is need as part of the monitoring framework	<ul style="list-style-type: none">• Increased engagement and access to the curriculum
<ul style="list-style-type: none">• Make all school correspondence and information for families available in alternative formats, particularly online and via social media.	<ul style="list-style-type: none">• Audit parents to ascertain most appropriate and useful media including digital, recorded and multilingual	<ul style="list-style-type: none">• All parents able to access important school, information
<ul style="list-style-type: none">• Ensure individualised access to technology	<ul style="list-style-type: none">• Create audit form to access barriers to	<ul style="list-style-type: none">• Increased engagement and access to the

for communication, learning and recording purposes	<p>learning which could be mediated utilising a technological hardware or software</p> <ul style="list-style-type: none"> • Utilise professional advice and support when required 	curriculum
<ul style="list-style-type: none"> • To share our school environment with the wider community to improve opportunities for all but especially for disability groups 	<ul style="list-style-type: none"> • Letting the school facilities where practical and feasible 	<ul style="list-style-type: none"> • Facilities are well used by the community and society benefits from and inclusive school.