



Equality Accessibility Plan

Fordley Primary School

**Date adopted by Governing Body – June 2024
(following significant changes to the building)**

Review Date – December 2024

Equality Accessibility Plan – Fordley Primary School

1. Aims of the Plan

- To create opportunities for every child to develop and learn
- To release potential in people to make the most of themselves
- To achieve excellence in standards of education & skill for all children
- To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.
- To link with the school Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows;
 - Eliminate unlawful discrimination, harassment and victimization;
 - Advance equality of opportunity between different groups; and
 - Foster good relations between different groups.

2. Introduction

This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: planning to increase access to schools for disabled pupils", issued by DfE in 2002 and the Educational Needs and Disability Regulations 2014.

3. Definition of Disability

Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".

4. Key Objective

To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

5. Principles

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN

policy;

2. The school recognises its duties under the Equality Act (as amended by the SENDA):
 - Eliminate unlawful discrimination, harassment and victimization;
 - Advance equality of opportunity between different groups; and
 - Foster good relations between different groups.
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
6. Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act also requires schools to;
 - Increase the extent to which disabled pupils can participate in school curriculum
 - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
 - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
7. The school 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 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

6. About our School

Fordley Primary School's building was opened in 1995 as a primary school. Our accessibility requirements were checked in 2009 by North Tyneside Council, with subsequent checks carried out during Local Authority Health and Safety inspections in 2012 and 2016.

The physical accessibility of the site

The school is now only built on one level (as the two storey block is now inaccessible and not used) and has been adapted to meet the needs of pupils and adult users who have mobility problems or physical disabilities:

- all internal classrooms and other rooms/offices on the ground floor are easily accessible due to ramps and flush door thresholds
- all public-access rooms, including main entrance, toilets, library, Afterschool Club and hall are on the ground floor, with no steps
- a disabled toilet is available on the main school corridor, as well as an additional disabled access toilet further into the building
- a changing facility is also available on the ground floor, which is fully accessible
- external access to the building is via ramps, alongside steps
- there are external ramps from the main pathway to the north of the site onto the playgrounds
- the new modular Nursery building has a tarmac ramp access to both the main entrance and the fire exit
- the modular buildings for Y2-Y6 have shallow wooden steps which could be adapted to a ramp if needed
- access to toilets in the main building (either in the main corridor or the gym changing rooms) is via the gym entrance or via the Reception/Year 1 entrance

8. Activity

Fordley Primary School has identified a range of actions for development in line with the duties arising from the Equality Act 2010 and other relevant statutory regulations and will review in light of periodic changes in such regulations as necessary. A priority list is identified in the accessibility plan enclosed for the period 2016 - 2019 academic years. This plan will become an addition to the school School's Single Equality Scheme.

- To gather further information on the range of disabilities represented within the current cohort of children.
- To raise staff awareness, personal knowledge and skills of the Single Equality Scheme and provide training required in the 9 strands.
- To raise the children's awareness, knowledge and understanding of a range of disabilities.
- To promote the school to different groups, encouraging underrepresented groups to become more involved with the school and its work.
- To explore the option of a hearing loop in the main school reception area

9. Linked Policies

This Plan will contribute to the review and revision of related school policies:

- SEN policy
- Single Equality Scheme & Action Plan
- Equality Impact Assessment Template & Guidance
- Equality & Diversity Guidance for schools
- Guidance on Publishing of Equality Data for Schools
- Curriculum policies
- Behaviour
- Admissions
- Health & Safety



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Schools HR

ENGIE & NTC in Partnership, Quadrant East,
Second Floor (right), The Silverlink North, Cobalt
Business Park, North Tyneside, NE27 0BY