

Farnham Primary School

Accessibility Plan

Introduction

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

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

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head and will be monitored at Farnham Primary School by the head teacher and evaluated by the Governing Body.

At Farnham Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The site

Farnham Primary is a Victorian building set on three levels. Two Year 6 classrooms are on the top floor which is accessible by two staircases and a lift. The lift is adult operated. Evac chairs are located on this floor. These classrooms may be rotated dependent on children’s needs.

EYFS and Year 1 are located in one area around a central hall. This area is fully accessible from three entrances to the building. All doors provide wheelchair access and a ramp is available outside the EYFS entrance. The remaining year 2 and Key Stage 2 classes are located around the lower hall. Access for these classrooms is through the main entrance and two access points from the playground. One is wheelchair accessible and one has stepped access.

Movement between the upper and lower halls is via a set of steps or a small lift. This lift will accommodate a wheelchair and supporting adult and is adult operated.

All areas of the site are wheelchair accessible, children who stay for school lunch can access the canteen, and this area is on one level and is accessible for a wheel chair.

There are two hygiene rooms available in school, one of which has a fixed hoist and changing bed. There are toileting and changing facilities in both rooms. The second hygiene room is located in the nursery.

Aims

Our aims are to:

- Ensure that our curriculum is broad, balanced and accessible to all pupils;
- Ensure that all pupils feel valued, included and have equality of opportunity;
- Ensure that the school is fully accessible;
- Fulfil our obligations under The Special Educational Needs and Disability Act 2001.

Key Objectives

Our Key Objectives are to:

- Extend access to the curriculum for pupils with SEND where appropriate;
- Monitor progress in improving inclusion;
- Implement a well-constructed accessibility plan that responds to individual pupil needs and proactively plans for the future taking into account value for money;
- Improve physical access to school;
- Ensure that written information from the school is accessible to all.

Training

We recognise the need for adequate and appropriate training for staff in order to best support and meet the needs of pupils with physical needs. During the lifetime of this plan, we aim to work in association with Education Bradford to increase staff training and awareness of SEND and to develop our partnerships with other children's services agencies. Manual handling and Evac Chair training are delivered annually for key staff.

Key outcomes

- Enhance staff SEND training and awareness

Curriculum

We recognise that physical needs pupils need access to the formal taught curriculum of the school, but also to activities within and beyond the school day. These include:

- Recreation;
- Movement around the school;
- Sports days;
- Extra-curricular activities: breakfast clubs, after-school clubs;
- School trips.

Curriculum development will be planned over the life of the accessibility plan and will be coordinated with the priorities in the School Improvement Plan. It will draw on the expertise of external partners, for example: speech and language specialists, educational psychologists.

Key outcomes

- High expectations;
- Appropriate deployment of learning support;
- Effective pupil grouping designed to best meet learning needs;

- Peer support.

Physical Environment

We recognise that the physical environment of the school has a differential impact on access for different groups of pupils, including the physical needs. Different aspects of the physical environment will be considered in relation to different groups of pupils. The annual programme of works detailed in the Asset Management Plan will reflect the identified priorities, this will include actions designed to meet the specific needs of individual pupils.

Linked documents

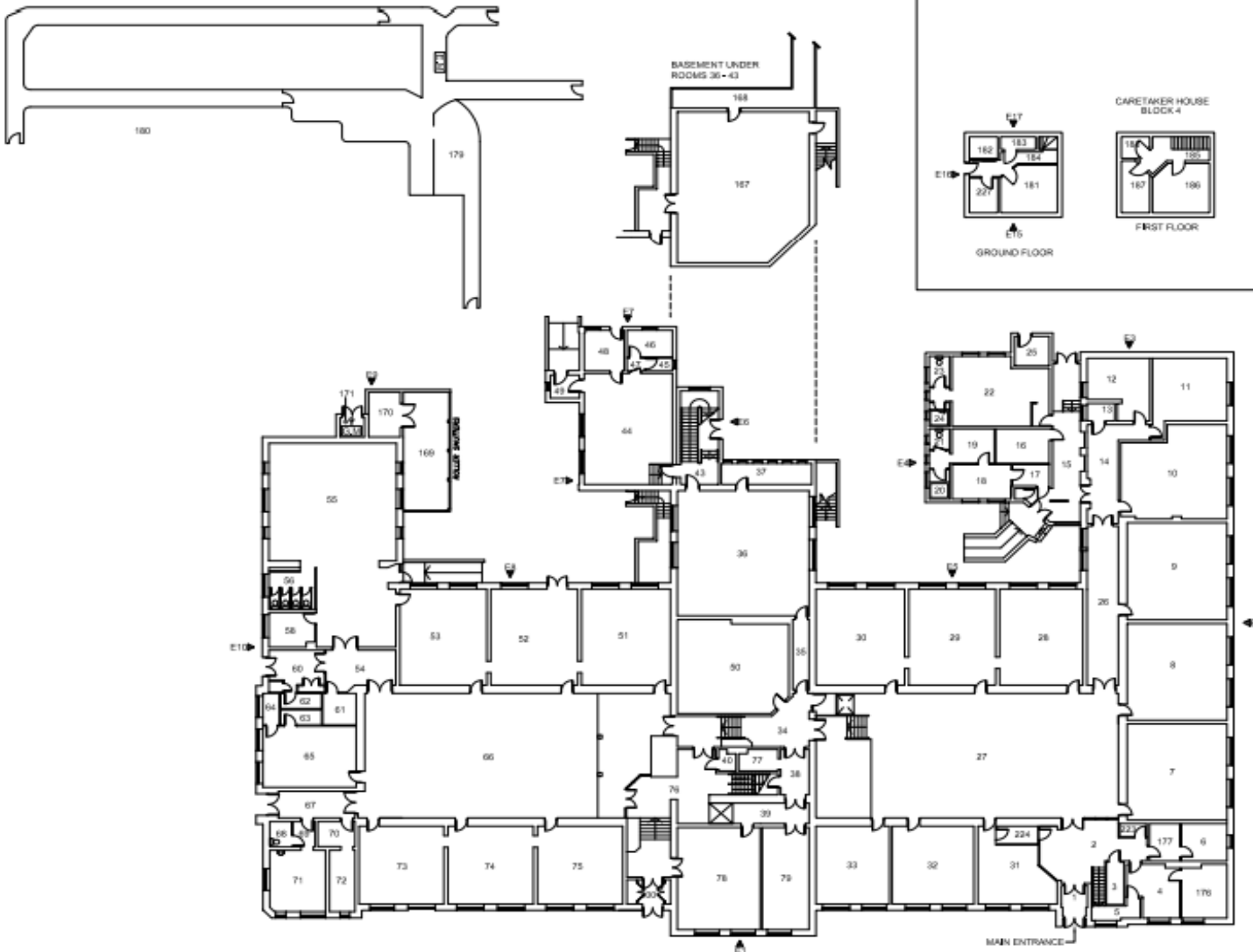
SEND Policy

Individual Needs Policy

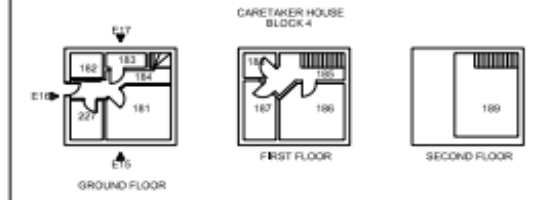
Inclusion and Intimate Care Policies

Equality Policy

Reviewed February 2019
Next review February 2022



NOTES
 Do not scale from this drawing, use listed dimensions only.
 The Project Manager of any discrepancies.
 This drawing is to be read in conjunction with all other contract documents and conditions.
 This drawing is subject to confirmation by the survey.



2024/04	B	UPDATED AMP SURVEY	ED
2024/04	D	UPDATED AMP SURVEY	ED
2024/04	C	UPDATED AMP SURVEY & ADDED FURTHER NOTES	MANF
2024/06	B	UPDATED AMP SURVEY	ED
2024/07	A	UPDATED AMP SURVEY	MANF
DATE	REV	REVISION DESCRIPTION	REV BY

City of Bradford Metropolitan District Council

Facilities Management Service.
 Head of Services & Finance
 15 Mill Lane, Bradford, West Yorkshire BD1 1JF. 01549 43733 (ext. 2000)

CLIENT
 EDUCATION

PROJECT
 FARNHAM PRIMARY SCHOOL

DRAWING
 GROUND FLOOR PLAN- BLOCK 1

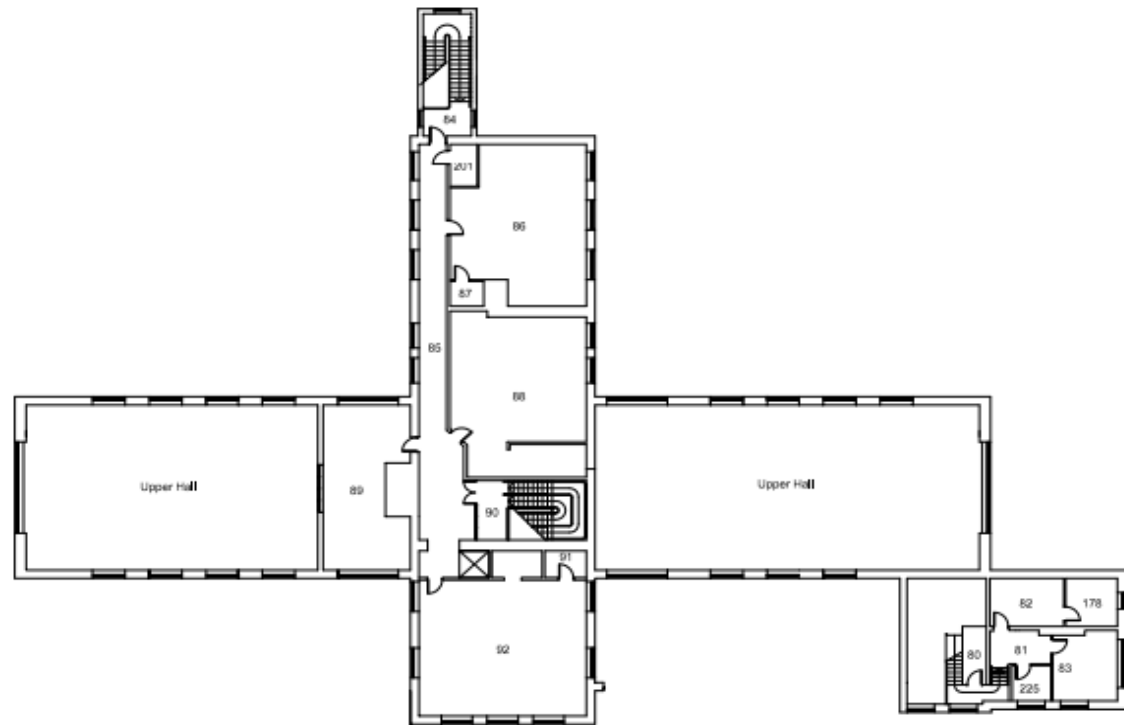
PROJECT MANAGER
 TC

CS REP
 [Signature]

DRAWN BY ***	DATE 11/03/21	APPROVED MJB	SCALE NTS
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DRAWING NO.
11/04044/2/1/0/01

REVISIONS



NOTES

Do not scale from this drawing, use figure dimensions only.
 Notify Project Manager of any discrepancies.
 This drawing is to be used in conjunction with all other contract documents and drawings.
 This drawing is subject to confirmation by site survey.

DATE	REV	REVISION DESCRIPTION	REV BY
20/04/14	D	UPDATED MAP SURVEY	TD
20/04/14	C	UPDATED MAP SURVEY	MSDP
20/04/08	B	UPDATED MAP SURVEY	FD
10/02/07	A	UPDATED MAP SURVEY	FD

City of Bradford Metropolitan District Council

Facilities Management Service.
 Head of Services & Property
 City of Bradford Metropolitan District Council, City Hall, Bradford, West Yorkshire, BD1 1RS

CLIENT
 EDUCATION

PROJECT
 FARNHAM PRIMARY SCHOOL

DRAWING
 FIRST FLOOR PLAN - BLOCK 1

PROJECT MANAGER TC	CB REP 0000000000
DRAWN BY ***	DATE ****
APPROVED MJB	SCALE MTS
DRAWING NO. 11/04044/2/1/0/02	ISSUE NO. 0000000000

Children's Centre

Farnham Primary Block 03

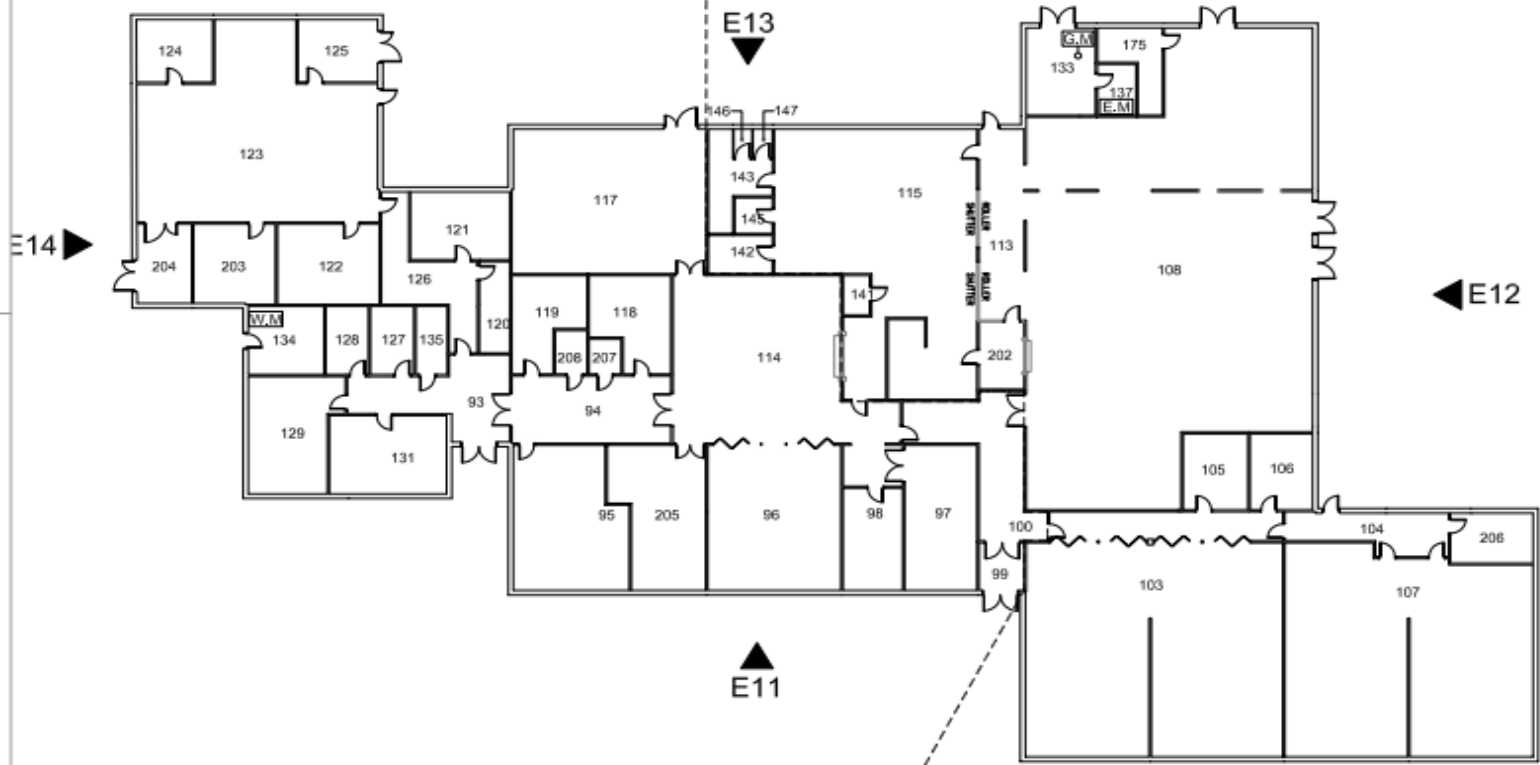
NOTES
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 Fully Project Manager at any discrepancy.
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LOFT STORE ROOM
ABOVE 125

166

LEGEND

-  Gas Meter
-  Electrical Mains
-  Water Meter



2004/14	B	UPDATED AMP SURVEY	TC
2004/15	C	UPDATED AMP SURVEY & RECORDED TESTS	MBW
2004/16	B	UPDATED AMP SURVEY	TC
2004/17	B	UPDATED AMP SURVEY	TC
DATE	REV	REVISIONS/DESCRIPTION	ISSUED BY

City of Bradford Metropolitan District Council

Facilities Management Service.
 Head of Service & Study Unit
 11 Mill Lane, Bradford, West Yorkshire, BD9 4JH

CLIENT
EDUCATION

PROJECT
FARNHAM PRIMARY SCHOOL

DRAWING
FLOOR PLAN - BLOCK 3

PROJECT MANAGER
TC

OS REF

DRAWN BY ***	DATE 11/04/04	APPROVED MBW	SCALE 1:125
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DRAWING NO.
11/04044/2/1/0/04

REVISIONS
