

Accessibility Plan



Farndon Fields Primary School

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Document Purpose

At **Farndon Fields** our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Objectives

Key Objective: To reduce and eliminate barriers of access to the curriculum; and to ensure full participation in the school community for pupils and prospective pupils with a disability.

Farndon Fields is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Farndon Field's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase **access to the curriculum** for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- **Improve and maintain 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 within a reasonable timeframe;
- **Improve the delivery of written information to pupils, staff, parents and visitors** with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Farndon Fields Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Disabilities Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This policy, having been presented to and agreed upon by the whole staff and Governing body is distributed for the information of

All teaching staff

All teaching assistants

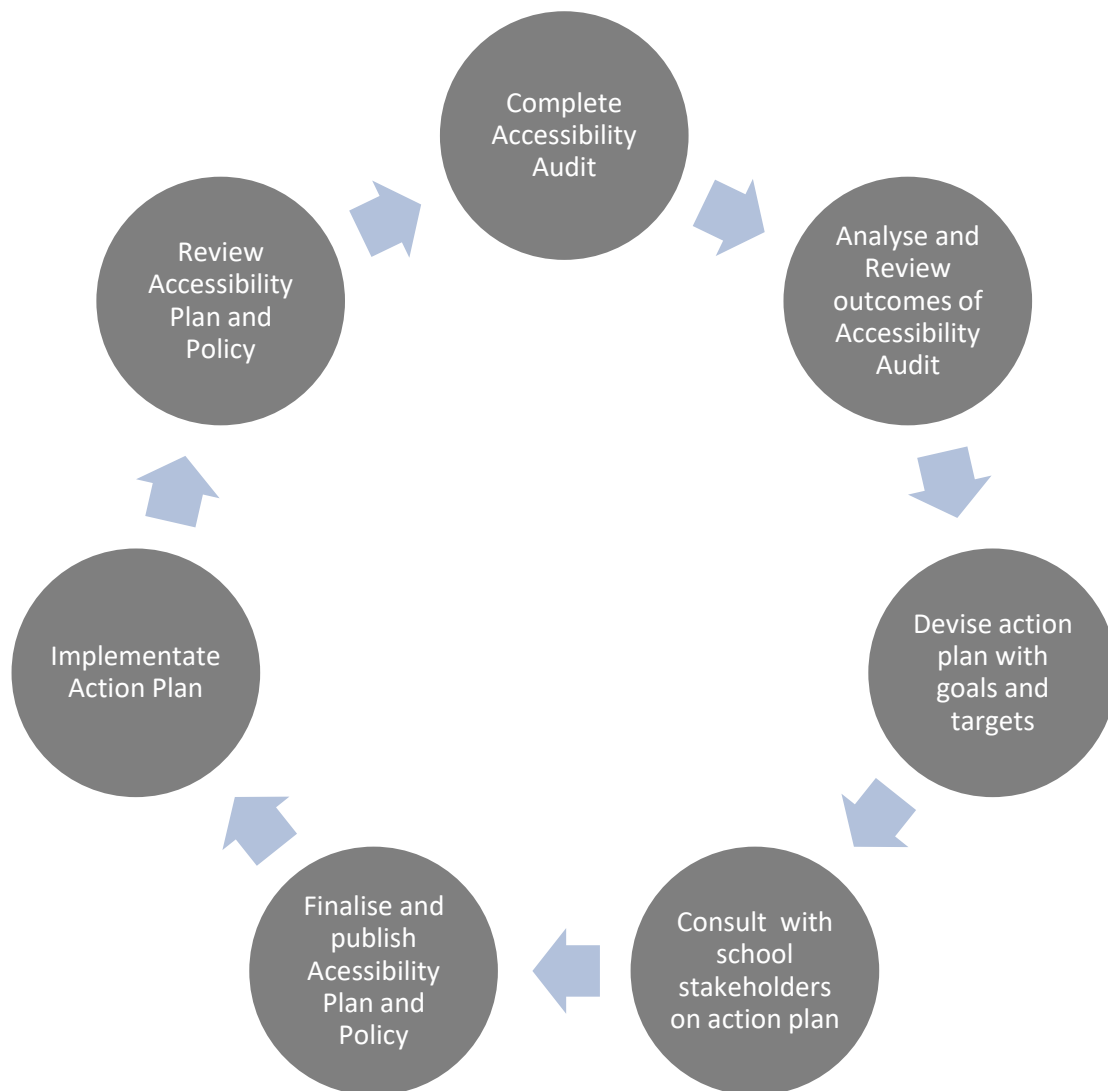
All school support staff

A copy of this policy is available for

- School governors
- External professionals
- OFSTED
- Parent
- Visiting teachers
- Other interested adults (psychological services etc.)

Accessibility Plan – Identifying Barriers to Access

The Accessibility Plan will run on a 3 year cycle and follow the planning process outlined below. If necessary Farndon Fields will carry out interim reviews within the 3 year cycle to ensure that the needs of new members of our school community are catered for.



IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This checklist comprises of three sections. In the first, you are asked to consider whether the school environment in which you work is designed to meet the needs of all pupils and/or visitors, including those with SEN and/or disability. The second and third sections should be used to identify how your school delivers its curriculum and provides written materials in

alternative formats and to provide a clearer picture of the barriers to access that exist in the school culture. This list is not exhaustive.

1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Physical Access	Score	Evidence / Action
Are your classrooms optimally organised for disabled pupils?	1	
Does the size and layout of the areas including all academic, sporting, play, social facilities- classrooms, the assembly hall, library, playgrounds, common rooms allow access for all pupils	2	Some classroom spaces are small and would be tight to manoeuvre a wheelchair
Can pupils that use wheelchairs or mobility aids move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers	1	Small step in the doorway into the KS2 playground – removable ramp available
Are pathways of travel around the school sight and parking arrangement safe with routes logical and well signed	1	Electric gates at the school car park entrance.
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities, including alarms with both visual and auditory components	1	Evacuation plans (PEEPS) are in place for those that need it.
Are non-visual guides used, to assist people to use the buildings including lifts with tactile buttons	N/A	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	No	
Are areas to which pupils should have access well lit?	1	
Are steps made to reduce background noise for those pupils with sensory needs such as considering a rooms acoustics and noisy equipment?	1	Classrooms are carpeted.
Is furniture and equipment selected, adjusted and located appropriately?	1	Different age groups have different sizes. Furniture is swapped as appropriate.
Are quiet rooms/calming rooms available to children who need this facility?	1	
Are car park spaces reserved for disabled people near the main entrance?	1	One disabled parking space at main entrance clearly marked.
Are there any barriers to easy movement around the site and to the main entrance?	1	

Are steps needed for access to the main entrance? Y/N Do all those steps have a contrasting colour edging?	N N/A	Ramp to KS2 block.
If there are steps, is a ramp provided to access the main entrance?	N/A	Ramp to KS2 block.
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	1	
Is it possible for a wheelchair user to get through the principal door unaided? Y/N If no, is an alternative wheelchair accessible entrance provided?	Y	
Do all internal doors allow a wheelchair user to get through unaided?	Y	
Do all the corridors have a clear unobstructed width of 1.2m?	Y	As long as furniture remains tidy and in its place.
Does the school have a wheelchair accessible toilet?	Y	There is an accessible toilet in both the KS1 block and KS2 block
Does the block have accessible changing rooms/shower facilities?	Y	
How many storeys in the block? Tick appropriate box: A = single storey throughout B = single storey with some split level parts C = single storey with some 2/3 storey parts D = mainly 2 or 3 storey?	A	
If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	N/A	
Is there a continuous handrail on each internal stair flight and landing?	N/A	
Does the block have a lift that can be used by wheelchair users?	N/A	
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	Yes	Evacuation plan would be in place.

Access to the Curriculum	Score	Evidence / Action
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	1	All staff trained as needs arise.
Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	1	Specialist teachers, Diana nurses, Vision support team, SALTs and Ed Psychologists provide training / advice for teachers /TAs working with children who have specific needs.

		AOT MSA training in place for all staff Outreach visits providing training, advice and support
Is teaching and the curriculum appropriately differentiated to meet individual needs so that children and young people make good progress?	1	
Are there a variety of activities planned for and implemented, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	1	
Do lessons provide opportunities for all pupils to achieve and succeed?	1	
Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	1	Organised on a case by case basis
Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	1	
Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	1	
Do you provide access to appropriate technology for those with disabilities?	1	Vision support team providing large print texts. Alternative technology would be sourced as required.
Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	1	Risk Assessments in place
Are there robust transition arrangements for pupils coming into and leaving the school, (including transition into Early Years and transition to secondary placements)?	1	EYFS – story time session for new pupils, staff visit new starters in pre-school/nursery settings, additional visits offered as needed. Extended internal transition in place for identified pupils including SEND Close links with secondaries to ensure additional transition visits for identified pupils including SEND
Are there high expectations of all pupils' behaviour?	1	Consistent systems in place across the whole school, in line with the behaviour policy. Bespoke approaches in place for SEMH needs as appropriate.
Are pupils equally valued?	1	

Are School policies reviewed, updated in accordance with legislation and shared with all stake holders eg. Anti bullying, SEND policies, health and safety, Behaviour etc	1	
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Information Access	Score	Evidence / Action
Do you provide information in simple language, symbols, large print, on audiotape or in braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Yes	We have visual timetables etc in each classroom. Enlarged print items, such as reading books and test papers are used where appropriate. Consideration is given to background colours on presentations and contrast of backgrounds and text to support pupils with visual difficulties.
Do you ensure that all information is presented to groups in a way which is user friendly for people with disabilities eg. By reading aloud, interactive boards and describing diagrams.	1	
Do you have facilities such as ICT to produce written information in different formats?	1	
Do you ensure all staff are familiar with technology and practices developed to assist people with disabilities?	1	Staff are supported with this as relevant, based on pupils they are supporting
Are the 'responsible body' aware of their duties and responsibilities under Disability Discrimination Act?	1	

Accessibility Plan Key Recommendations

Physical access	Ensure areas remain clutter free and well organised
Curriculum access	<p>Monitoring of visual and hearing-impaired provision should pupils with these needs enrol in the school</p> <p>Continue to develop pupils, parent/carer and staff understanding and awareness of disability.</p> <p>Continue to improve the ways in which disabled pupils are able to participate in the curriculum through adaptations, resourcing and technology</p>
Information access	Develop the delivery to disabled pupils, parents and carers of information that is readily available those who are not disabled in consultation with the relevant stakeholders.

Access Plan- Physical Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	Ensure furniture is positioned to enable at least 1.2m passage	<p>Discussions with pupils about keeping areas tidy.</p> <p>Staff to ensure areas are obstacle free.</p>	<p>Pupils to put personal belongings away in lockers/draws and tuck chairs in.</p> <p>Staff to adjust furniture when needed.</p>	Ongoing	<p>SLT</p> <p>All staff</p>	<p>Corridors are clear of obstacles</p> <p>All staff are proactive at dealing with identified obstructions.</p>
	Ensure all learning spaces including classrooms and intervention rooms remain accessible to all	<p>Discussions with pupils about keeping areas tidy.</p> <p>Staff to ensure areas are obstacle free.</p>	<p>Pupils to put personal belongings away in lockers/draws and tuck chairs in.</p>	Ongoing	<p>SLT</p> <p>All staff</p>	<p>Rooms are clear of obstacles</p> <p>All staff are proactive at dealing with identified obstructions.</p>

	and safe to manoeuvre around.		Staff to adjust furniture when needed.			
Medium term	Pupils cannot access the release button in the main building	Premises office and office manager to explore accessibility resources to cover the release button at the main entrance to prevent pupils from self-exiting	Pupils will not be able to press the release button without adult support	Ongoing	Premises office Office manager SLT	Release button adequately adapted to prevent child access
Long term	The school to remain accessible to all	Areas for access are always clutter free Equipment is stored safely Children are allocated a locker in KS2	Pupils store personal belongings in locker Classrooms and corridors are clear for access	Ongoing	SLT Class teachers	All areas are accessible and free of clutter from pupils belonging / bags

Access Plan- Curriculum Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	Termly training / support for staff in meeting the needs of pupils with SEND	Continued training and professional development	To have a rolling SEND CPD training program informed by annual staff skills audits Staff are well equipped and feel confident in meeting the needs of all learners	Ongoing	SENDCo & SLT	All pupils' needs are meet Staff are skilled in meeting the needs of all pupils

Medium term	An adaptive provision approach allows all pupils to access a wide curriculum.	The profile of adaptive provision is raised and maintained.	SEND provision for pupils is inclusive. Records of SEND provision are concise.	Ongoing	SENDCo/all staff	All pupils access a broad and balanced curriculum. All records kept accurately and document provision.
Long term	To ensure the school develops the children's awareness of disability and differences	Fundraising days take place to support local and national charities Awareness days are marked in school Children's awareness is improved through assemblies, PSHE and circle time Books are available in the school library and in classrooms that raise awareness of disability	Children are aware of and accepting of disabilities and differences Children show empathy, understanding and respect for members of their community with disabilities and differences	ongoing	SENDCo Inclusion team All staff	Staff, children and the community are aware disabilities and are accepting and supportive of them

Access Plan- Information Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	Ensure all staff are aware of their responsibilities in regard to SEND.	Regularly update staff about their responsibilities.	Staff are clear of their responsibilities.	Ongoing	SENDCo SLT	Staff are clear what their responsibilities are
Medium term	Embed appropriate lines of communication with parents and carers, ensuring they are clear for all.	Circulate via newsletters. Office team to reiterate.	Parents have appropriate access to relevant school staff.	Ongoing	SLT Office team All teachers	Parents have effective communication with the school.

Long term	Survey the quality of communication with parents and carers of SEN pupils in order to improve it within the school	Send out questionnaires to parents FSW to meet with parents and ask opinions	Communication between home and school is improved and continues to evolve	Ongoing	PSW SLT	SEN Parent/Carers feel listened to and part of the process Any issues are addressed, and action is taken by the school.
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