

## **Fern Hill Primary School**

### **ACCESSIBILITY PLAN**

<b>Approved</b>	<b>12 July 2023</b>
<b>Next Review</b>	<b>July 2026</b>
<b>Committee</b>	<b>Fern Hill Local Academy Committee</b>
<b>Lead Person</b>	<b>SENDCO</b>

#### **Section 1: Introduction**

The Equality Act 2010 provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils. Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

#### **Section 2: Definition**

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

### **Section 3: Vision and Values**

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best that they can be. We are therefore equally ambitious for our disabled pupils and staff. We are 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 develop a culture of awareness, tolerance and inclusion. Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

### **Section 4 Aims and Objectives – please refer to Appendix 1**

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, e.g. expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND (Special Educational Needs and Disability) to participate in all school activities.
- Improve access to the physical environment of the school, adding specialist facilities as necessary, e.g. this covers the provision of specialist furniture and auxiliary aids to improve pupil environment and making special arrangements to ensure access for all users of/visitors to the school.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities, examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

## **Section 5: Consultation**

We carry out consultation with pupils, parents, teaching professionals and health agencies as required according to the individual circumstances of the child. Social services will be consulted if deemed necessary. Individual discussions are also carried out with disabled parents at their request. The views of parents are sought at Annual Review and SEND Support meetings. In addition, the SENDCO frequently liaises with parents in less formal meetings across the year. All parents are able to contribute their views via Parent Forums and pupil passports.

We acknowledge that there is a need for ongoing awareness raising and training for staff and trustees/trust associates in the matter of disability discrimination and the need to inform attitudes on this matter.

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

- Equality Statement
- Health & Safety Policy
- Special Educational Needs Policy and Information Report
- Behaviour Policy
- Anti-Bullying Policy
- School Development Plan
- School Prospectus
- Teaching and Learning Policy

The Accessibility Plan is monitored through the Fern Hill Local Academy Committee and will be published on the website.

Next Review due: July 2026

Dated: 12 July 2023

Sean Weston, Chair Fern Hill Local Academy Committee

[Signed copy held by Head of Governance]

## **Appendix 1**

### **Improving Physical Access and Environment 2023-26**

#### **Current Good Practice:**

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents.

We have a lift to enable access to classrooms on the First Floor. We have a sensory room / space for children with a variety of needs.

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Person responsible</b>	<b>Date to be completed by</b>	<b>Achievement</b>
School is aware of the access needs of disabled children, staff, parents/carers.	<ul style="list-style-type: none"><li>· Through admission forms &amp; questionnaires seek information on the needs of users and pupils.</li><li>· Create access plans for individual disabled children, when and where necessary, including after school activities.</li><li>· Assess users' needs and ensure they are met at meetings, and events.</li></ul> <p>Prospective parents of pupils, and pupils with an EHCP / SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.</p>	Staff are aware of the relevant issues and can ensure that this group has equality of access to the school Environment	School Office Staff/Site Team/ SENCO	Ongoing and addressed as needs arise	School and community will benefit by a more inclusive school and social Environment.

Improving & maintaining physical environment to provide appropriate access to all users.	<p>There are established procedures for the identification and support of pupils with SEND in place at the school.</p> <p>Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports' and access to the SEND personal pupil files.</p> <ul style="list-style-type: none"> <li>· Ensure doorways are clear enough to admit wheelchair access.</li> <li>· Ensure toilet facilities are kept clear of clutter</li> <li>· Ensure all lighting working at all times</li> </ul>	Clear and easy access throughout the school building for all pupils, staff and visitors.	Site Team	Ongoing and monitored	Staff, pupils and visitors are able to participate in school life without being hindered by the physical environment.
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Specialist furniture and auxiliary aids & services used to improve pupil environment.	<ul style="list-style-type: none"> <li>· Posture cushion /slope board available for all pupils requiring extra support.</li> <li>· Sensory equipment and OT exercises in place for SEND pupils.</li> </ul>	Pupils have access to the necessary furniture and auxiliary aids.	SENDCO	Ongoing as needs arise	Pupils participate in school life with essential equipment to aid participation.
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To make special arrangements to cater for stakeholders with disabilities who visit the school	<ul style="list-style-type: none"> <li>· Make sure that disabled parking spaces are clearly displayed.</li> <li>· Permit passes held in school office for guests/visitors.</li> <li>· Inform parents and carers through school website /newsletter of the disabled parking facilities.</li> </ul> <p>The school office checks with visitors before arrival if they have any particular needs.</p>	Visitors to the school are able to access the school environment.	School Office Team/Site Team	Ongoing as needs arise	All visitors are able to access the school site.
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School is aware of specific pupil medical needs and makes relevant arrangements	<ul style="list-style-type: none"> <li>· Medical information list kept updated and available for relevant members of staff.</li> <li>· Individual pupil medication kept securely in school office in individually labelled bags with medication Information.</li> </ul> <p>Refer to the Supporting Pupils with a medical condition Policy</p>	The medical needs of specific pupils are known and relevant arrangements put in place. Individual Plans are in place.	School Office Team/SENCO	Ongoing as needs arise	Pupils' medical needs are met and supported.
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## Appendix 2

### Improving Access to the Curriculum 2023 – 2026

#### Current Good Practice:

The school continues to address and monitor the needs of the individual via existing arrangements such as annual review meetings and SEND Support Plans.

Minor disabilities are identified in provision mapping documents to ensure all staff are aware of pupil needs, even if they are not on the SEND register, e.g. a pupil with a very mild hearing loss. Professional reports and recommendations are closely followed, ensuring all strategies are in place. For example, ensuring that children with hearing loss are sitting in a preferred position in the class, books and materials are adapted, Now and Next boards are used for those children who require support with the routines of the day. Regular meetings take place with the SENDCo and other professionals as part of consultation clinics to ensure that the curriculum is being fully accessed. The school works with SEND Family Voices, to ensure that we have up to date and relevant information on how best to ensure that the curriculum is fully accessible to all children.

Target	Strategy	Outcome	Person responsible	Date to be completed by	Achievement
Training for all staff on differentiating the curriculum.	Undertake an audit of staff training requirements. Analyse planning and books to ensure differentiation is evident. Establish a working party to create a school-wide approach to curriculum differentiation.	All staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	SENCO/ Phase Leaders	Ongoing as needs arise	All school activities are accessible to all pupils.
Ensure there is a fair representation of disabled people throughout the school.	Audit school displays and reading books to check there is a fair representation of disabled people.	--All displays and reading books have fair representation of disabled people.	Art Lead  Reading Leaders	October 2023	Society will benefit by a more inclusive school and social Environment.
All out-of school activities are planned to	Review all out-of school provision to ensure compliance with	All out-of-school activities will be conducted in an	Clubs Leader	Ongoing as needs arise	Increase in access to all school

ensure the participation of the whole range of pupils.	legislation.	inclusive environment with providers that comply with all current and future legislative requirements.			activities for all pupils.
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Classrooms are optimally organised to promote the participation and independence of all pupils.	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.</p> <p>Specialist resources are available for pupils with sensory impairments such as radio transmitter hearing aids - guidance from ESSI (Educational Services for Sensory impairment)</p>	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Class Teachers/ SENCO	October 2023	Increase in access to the National Curriculum.
<p>Training to raise awareness disability Issues.</p> <p>To further</p>	<p>Provide training, presentations and assemblies for governors, staff, pupils and parents.</p> <p>Discuss perception of issues with staff to determine the current status of school.</p> <p>Liaise with SEND Family Voices,</p>	<p>Provide training for governors, staff, pupils and parents</p> <p>Discuss perception of issues with staff to determine the current status of school.</p> <p>Families understand how</p>	<p>Assistant Heads/ SENCO</p> <p>SEND/CO/ PPG TA/</p>	<p>Ongoing</p> <p>Ongoing as</p>	<p>Society will benefit from a more inclusive school and social Environment.</p> <p>Families have timely access to</p>



improve access for children with SEN / disability at after school and holiday clubs within the local community	<p>Aiming High and other external agencies to discuss funding available and apply for funding support.</p> <p>Produce a document to distribute to families, which clearly sets out this information and makes the club more accessible as a Result.</p> <p>Identify families who might benefit from funding scheme /holiday provision and approach them directly</p>	to access further support and information.	Communications Officer	needs arise	additional help and support during school holidays and after school
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### Appendix 3

#### Improving the Availability of Accessible Information 2023-2026

**Current Good Practice:**

Pupils with motor coordination and/or visual difficulties are able to use laptops /chrome books to support accessing written information. 'Communicate in Print' symbol software is used to enable staff to make adapted resources with improved visual information.

Written materials are adapted for pupils with visual impairment in a number of ways, e.g. using a larger font. Staff liaise frequently with specialist teachers where appropriate. The school holds regular parent forums. This provides parents with an additional opportunity to discuss information related to disability directly with the Senior Leadership Team and to network with other families facing similar experiences.

Target	Strategy	Outcome	Person responsible	Date to be completed by	Achievement
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes.	School Office Team	Oct 2023	Delivery of information to disabled pupils improved. The school will be able to provide written information in different formats when required for individual purposes.
Documentation sent home (either electronically or hard copy) or put on website is clear for all users.	Review all current school publications and promote the availability in different formats when specifically requested.	Documentation sent home is clear to parents, staff and pupils. School information is available in different formats.	School Office Team/ Communications officer	Ongoing as needs arise	Information provided to parents and pupils is clear and accessible by all.

Improve provision of information in classroom for pupils with specialist needs.	Review documentation with a view of ensuring accessibility for pupils with visual impairments and other specialist needs. Personal formats used for sharing information including coloured background/ overlays to assist with reading texts.	Differentiated material used to meet identified needs in lesson planning and activities.	Class Teachers/ SENCO	Ongoing as needs arise	School is more effective at meeting the needs of individual pupils.
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