

# School Accessibility Plan (2018)

## Featherstone Wood Primary School and Nursery



### Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act (2010).

### Definition of Disability

Disability is defined by the Equality Act (2010):

*“You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”*

### Key Objective

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

### Access to this plan

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to

any member of staff or applicant for a post at the school who requests it. It will be available on the school's website. This plan will inform relevant aspects of the school's development plan.

## Principles

- Compliance with the Equality Act (2010) is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.
- The school recognises its duty under the Equality Act (2010) as:
  - “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”.*
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- 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 2014 framework, which underpin the development of an inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.
  - Take into account the needs of pupils whose first language is not English

## Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

### **a) Education & related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts. Featherstone Wood Primary School has developed links with specialist provision and teachers in order to enhance and tailor the curriculum to meet the needs of individuals with a disability. Children will be provided with 'Assess, Plan, Do, Review' (APDR) plans to support their access to the curriculum and where deemed necessary additional adult support will be implemented to allow children optimum access to the curriculum. Success will be monitored through the use of observation, assessment and parent/professionals meetings to ascertain current and future steps.

### **b) Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The SENCO will conduct a sensory audit of the environment to assess the impact on students in particular those with ASD diagnosis. These will be fed back to class teachers, SLT, the Head and governing body and reasonable adjustments will be made.

The environment will be adapted following the principle of reasonable adjustments to meet the needs of the pupils in school at any particular time, e.g. the addition of handrails, boundary marking, presentations of displays.

**c) Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The SENCO will be responsible for providing an information plan to feed back to the governors and SLT.

**d) Financial planning and control**

The Headteacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Development Plan.

## **Action Plan**

See attached (Appendix 2)

The action plan will address the following to comply with the Equalities Act (2010):

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school 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, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- Staff training and development plan
- Building and site development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies
- Educational Visits policy
- Governor training plan

## Appendix 1

Date of Plan : January 2018

Date of Review : January 2020

Members of staff responsible: SENCO and Pastoral Care Lead

Governors & Committees responsible: Chairman of Governors, with the Vice Chairman of Governors, the Senior Leadership Team, and the Chairmen of: Standards Committee, Finance Committee.  
:

The following were consulted on the plan:

- Governors date: 22.1.18.....
- Teaching Staff date: 26.1.18.....
- Support Staff date: 26.1.18.....

The plan was approved by the governing body on: ...25.1.18.....

## Appendix 2

## School Access Plan

		Objective	What	How	When	Goal Achieved
<b>Short term</b>	1	Ensure all stakeholders are fully informed of school priorities to improve accessibility for all (Accessibility Plan)	Staff and governors informed of requirements and obligations of Equality Act 2010, and of the Accessibility Plan	Staff meeting Governors meeting	Spring/Summer term 2018	School complies with requirements of Equalities Act 2010 and SEN Code of Practice 2015
	2	Develop use of APDR plans and reviews to ensure all SEN children and parents can access clear information about their next steps and appropriate provision	Staff use innovative and individual approaches to consulting parents and children in the child's learning journey	Staff meetings to share APDR practice. SENCO supports staff in completing and reviewing APDRs. SENCO supports during SEN reviews	Spring, Summer and Autumn terms 2018	All SEN children and parents are well informed and clear about their needs, provision and next steps.
	3	Children with SEND are individually assessed against differentiated learning outcomes in class	Learning objective stickers are differentiated for different groups, including children with SEND	Staff meetings to share practice and look at books. Feedback given to improve practice in class.	Spring, Summer, Autumn terms 2018	All SEN children are individual supported to achieve their own next steps
<b>Medium term</b>	4	Improve working environment and provision for children with SEMH	Consistent approach by all adults in school with children with SEMH. Reasonable adjustments in all classes for individuals with SEMH needs. Sensory break areas established across the school.	STEPS refresher training for all staff. Strong individual risk management plans in place for SEMH children. Updated behaviour policy reflecting STEPS approach	Autumn 2018 (refresher training) Ongoing risk management plans	Children with SEMH feel well supported in order to overcome their barriers to learning and make good progress.
	5	Improve ICT provision for children with SEND	Develop bank of tablets and laptops to be used by children with SEND, including touch screen devices and resources for	Money to be allocated for this within the budget	Autumn 2018/Spring 2019	Children's access to the curriculum is improved.

			<b>children with physical disabilities.</b>			
<b>Long term</b>	<b>6</b>	<b>Improve accessibility of the school environment for children with SEND</b>	<p>Revisit sensory audit.  Order appropriate blinds for classroom.  Communicate in print used in the classroom and other areas (i.e. playground/lunch hall)  Neutral display backgrounds.  Develop a learning environment policy</p>	<p>Staff meeting with teachers.  Learning walks with SDT and SLT  Liaise with site manager  Create peer support programme for communicate in print.  Develop learning environment policy  SDT.</p>	<b>Spring 2019 – Spring 2020</b>	<p>Children with SEMH feel well supported in order to overcome their barriers to learning and make good progress.</p> <p>Children’s access to the curriculum is improved.</p>
	<b>7</b>	<b>Family learning opportunities are available at school for families of children with SEND</b>	<p>Parenting classes.  Toddler group.  Yoga sessions for parents and children.  Developing a literacy programme to improve parent literacy.  Further develop work from recent LPPA (including disseminating information effectively to hard to reach parents)</p>	<p>Sessions run by SENCO/Pastoral Care Lead/SFW.  Staff meetings with SDT and literacy coordinator to develop literacy programme.  Pastoral care lead to further develop LPPA work around accessibility of information</p>	<b>Spring 2019 – Spring 2020</b>	<p>Parents and carers are able to support their children’s individual needs fully.</p> <p>Parents and carers feel well supported by the school.</p>



