

# FELSTED PRIMARY SCHOOL

## ACCESSIBILITY PLAN



Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be Kind
- Be Safe

## Introduction

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”.

The Equality Act defines disability as when a person has ‘*physical or mental impairment which has a substantial and long term adverse effect on the person’s 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 be published on the school website. 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 Equality Act 2010 introduced a single Public Sector Equality Duty, which came into effect in April 2011.

In carrying out their functions, public bodies are required to have due regard to the needs of children and adults to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not
- Foster good relations across all characteristics

### **At Felsted Primary School our aims are:**

- To treat all children equally and never to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to increase access to education for disabled pupils.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This document sets out the School's plan to increase access to education for disabled pupils in the three areas required:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; and,
- improving the delivery of information to all pupils.

### **The School Governing Body commits to:**

- Ensuring that the school does not discriminate (directly or indirectly) against, harass or victimise a pupil or potential pupil in relation to admissions
- Ensuring that the school do not discriminate (directly or indirectly) against, harass or victimise a pupil or potential pupil in the way it provides education for pupils

- Ensuring that the school does not discriminate (directly or indirectly) against, harass or victimise a pupil or potential pupil in the way it provides pupils access to any benefit, facility or service or by excluding a pupil or subjecting them to any other detriment
- Ensuring that the school complies with the reasonable adjustment duty by taking reasonable steps to try and avoid any disadvantage that may place a pupil with a disability at a disadvantage compared to other pupils
- Ensuring that the school complies with the reasonable adjustment duty by providing an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils
- Ensuring that the school:
  - o aims to increase the extent to which pupils with a disability can participate in the curriculum
  - o improves the physical environment to enable pupils with a disability to take advantage of education, benefits, facilities and services provided
  - o improves the availability of accessible information to pupils with a disability
- Ensuring that the school updates the Accessibility Plan every three years
- Ensuring that the school Accessibility Plan is approved

## **Vision and Values**

To support **all pupils** to reach their academic, sporting, social, moral and creative potential. Felsted Primary School makes all children and adults feel welcome irrespective of race, colour, creed or impairment. We have high ambitions for our disabled pupils and expect them to participate and achieve in every aspect of school life.

In doing so, our school seeks to eliminate discrimination and promote equal opportunities for disabled members of staff, parents/carers and the users of the school ensures that disabled pupils participate fully in school trips, visits and out of school activities

The School has a clear SEN policy in place and the SENCo identifies and tracks the needs, support and progress of vulnerable pupils. A SEND register is updated regularly showing the number of pupils requiring extra support to access the curriculum and identifying the support needed to help them achieve this. This may be through teaching assistant support, following specific intervention programmes, incorporating specific resources and advice from outside agencies into delivery of the curriculum.

The School works closely with pre-schools, parents and carers to identify children who will need extra or specialist support on entry. Children with a variety of disabilities are welcomed and integrate well. No child has ever been refused admission to the school because of disability and no disabled child has been excluded due to their disability.

Attendance of pupils with disabilities and SEN is in line with the attendance of all pupils.

The School supports the inclusion of disabled pupils in every aspect of school life for example joining Sports teams, music groups, participating in trips, residential and school clubs. The needs of staff with disabilities are addressed as needed.

## **Management, coordination and implementation**

Members of staff are already committed to removing barriers and increasing access to good practice is shared and progress of pupils is monitored during INSET and staff training meetings.

## ACCESSIBILITY PLAN

INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM			
<b>What we do already:</b> <ul style="list-style-type: none"> <li>The level of differentiation within the school should enable all children to access the curriculum. When a child has a specific disability there is a close working relationship with the specialist teaching team ensuring all aids and adaptations are made to reduce any barriers to progress.</li> <li>The SENCo monitors progress of all children with a Disability or Special Educational Needs using a tracking grid for Vulnerable children.</li> <li>Intervention / programmes for children who need specific support are planned in September and monitored termly through One Planning.</li> <li>Additional support for children with social and communication and behaviour difficulties has been put in place at lunch/play times.</li> <li>Children with Speech and Language difficulties are supported through special programmes designed in liaison with our link Speech and Language Therapist.</li> <li>Advice from Physical and Neurological, Hearing Impairment and Visual Impairment Specialist teachers is regularly sought and implemented in the child's One Plan as appropriate.</li> <li>Gym Trail is in place for children with Motor Coordination Difficulty and a writing programme (Write from the Start and Finger Gym) to develop fine motor control skills.</li> </ul>			
Actions	Timescale	Responsible	Success Criteria
<b>TECHNOLOGY</b> Prioritised purchasing list for computer technology as required for pupils with disabilities.  School staff to act on advice from specialist teacher team.	As required - unless needs of pupils in school require immediate action.	SENCO SLT	Technology is used successfully so that all children can access the curriculum. Specialist pieces are purchased and used to support learning.
<b>PLANNING</b> Transition of new reception pupils and those who join mid-year. Transition from class to class to ensure key information is shared.  High quality teaching and reasonable adjustments to be incorporated into planning for all  Ongoing programme of staff training to reflect diverse needs of students within the school  Purchase of resources to increase student participation	Ongoing  Curriculum Action Plans	All staff	Improved access to curriculum for all pupils. Teaching staff have a better understanding of needs so deliver inclusive lessons.
<b>TRIPS/SCHOOL ACTIVITIES</b> Ensure student activities are accessible to all students and particular extended visits.	Ongoing	HT/SLT	Increased participation for students with disabilities.

<b>SPORT</b> PE equipment is purchased that takes into consideration any need, bright ball, easy catch balls, soft gym equipment.  With local SSCO and cluster plan and attend inclusion sports.  Train staff to include inclusion activities within the PE curriculum.	Ongoing	All staff PE Lead	Increased opportunities for students with disabilities to participate in sport/PE
<b>IMPROVING THE PHYSICAL ENVIRONMENT</b>			
<b>What we do already:</b> The school has carried out an audit of the school environment considering aspects of the physical environment for pupils with different impairments. Premises audits are carried out at least once a term. A variety of adaptations have been made including: <ul style="list-style-type: none"> <li>• ramps for wheelchair access</li> <li>• toilets are accessible for wheelchair users</li> <li>• training is undertaken to ensure disabilities are understood and catered for</li> <li>• specific staff training is undertaken for children with medical and physical needs</li> <li>• a record is kept centrally of children who may need medical intervention</li> <li>• risk assessments are in place to meet specific needs</li> <li>• we use OPAL to enhance play opportunities at lunch times – this has been proven to increase the activity of groups including Sen children</li> <li>• the school will consult the recommendations made by the Statutory Assessment Service for children with specific disabilities and will put these in place when a child with a disability enters school</li> <li>• Further necessary improvements will be linked to the School Improvement Plan (SIP). Funding for any improvements required will come from devolved formula capital.</li> </ul>			
<b>SCHOOL BUILDINGS</b> Check that aids for partially sighted visitors are still clear and don't need repair.  Review the building considering the height of functional equipment such as door handles, equipment trays in classrooms etc.  Make sure that ramp access means that the majority of the building is accessible to all	Ongoing	HT/Site Manager/ SBM	Access to school buildings and site improved.
<b>CLASSROOMS</b> Identify needs & actions for future improvements.  Plan and allocate classrooms in accordance with pupil need.  Organise resources within classrooms to reflect student need.  Provide quiet/sensory areas within the school.	Ongoing	All staff. SLT	Appropriate use of resources for diverse needs of pupils with disabilities.

## IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS AND PERSONNEL

### **What we do already:**

Print will be enlarged to meet the needs of any visually impaired pupils. Pictures and symbols are widely used to help children with social communication difficulties.

More specialised formats will be accessed as the need arises.

Photos and visuals are used to support children/where needed

### **NEWSLETTERS/DOCUMENTS**

Text

E-mail

Website

Audio and large print

Tapestry

Ongoing

SENCO SLT

Information to pupils with disabilities and parents / carers will be improved

Reviewed and agreed - Date.....

Signature of Chair of Governors