

Forty Hill C of E Primary School

Accessibility Policy and Plan



Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act includes the requirement for schools and Local Authorities to carry out accessibility planning for disabled pupils and we believe that this accessibility policy is compliant with current legislation.

Definition of Disability

The definition of disability under the law is a wide one.

- A disabled person is someone who has 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.

This definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. It also includes people with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus and medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are covered by the legislation for the rest of their life.

The Aims of this plan

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act: participation in the curriculum, physical access to facilities and services and availability of information.

At Forty Hill CE Primary School, we are committed to:

- Ensuring we are an inclusive school
- Removing any factors which are barriers to including any pupils with a disability
- Ensuring resources enable all pupils to access the curriculum
- Staff development so that they can effectively support the needs of all pupils
- Working with parents, the wider community and multi-disciplinary teams
- Ensuring that the premises are fit for purpose in terms of accessibility
- Regularly assessing the premises for accessibility thus being aware of any changes were they to be required
- Making funds available to make premises changes were the need to arise

Identifying Barriers to Access

Information gathering

In order to formulate our accessibility plan, we take account of:

- The school's population of children and adults
- The school's plans and priorities
- The future intake (advanced information from pre-school settings and the LA)
- Audit of the school's strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school
- Staff awareness of Equalities legislation
- Staff knowledge and skills of needs of disabled pupils

- School policies and practices e.g. related to the administration of medicines, time-tabling, anti-bullying policy, school visits and teaching and learning.
- The physical environment of the school
- The curriculum
- How information is provided for disabled pupils
- Outcomes for disabled pupils including end of key stage results and achievements in extra-curricular activities
- The views and aspirations of disabled pupils and their families
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the Local Authority (Enfield) and the London Diocesan Board for Schools (LDBS)

School's Audit Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?		✓
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		✓
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

School's Audit Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		✓
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		✓
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		✓
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?	✓	
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?		✓
Is furniture and equipment selected, adjusted and located appropriately?	✓	

School's Audit Section 3: How does your school deliver materials in other formats?

Question	Yes	No
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?		✓
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do you have the facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Provision of information to pupils with a disability is currently provided by review meetings, parent consultation evenings and meetings with external agencies as required. Information from external agencies will be discussed and they are encouraged to attend meetings with parents. The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.

Prospective parents of pupils with Education Health and Care Plans (EHCPs) and pupils identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school. These pupils may be visited in the pre-school setting and/or the home by school staff. It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.

To ensure the future of the accessibility plan this plan should become less of an independent strategy and more of a thread running through all the school's plans and policies. Progress with the Accessibility Plan will be monitored and evaluated annually by the School Governors and, following each review, amended as necessary.

This plan should be read in conjunction with the following policies:

- SEND Policy and SEND Information Report
- Equalities Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Behaviour and Anti-bullying Policies
- School's Prospectus
- School's Vision, Aims and Values

Accepted by the Governing Body: January 2017

Review Date: January 2020

Forty Hill C of E Primary School - Accessibility Plan 2017-2020



Target	Strategies	Outcome	Who	Timescale
To identify pupils with disabilities	<ul style="list-style-type: none"> Update records on current disabilities Liaise with parents Liaise with outside agencies as appropriate 	All current pupils with disabilities recognised and catered for	SENCO	Spring 2017
To improve access to the curriculum	<ul style="list-style-type: none"> Review planning, delivery and resources To increase amount of ICT used in teaching To take into account the views and opinions of disabled children Monitor progress Ensure adult support is provided where appropriate to allow equal access 	All children have access to the curriculum, modified to suit their needs Planning and delivery modified to increase access to the curriculum. Specialist resources bought to support learning	HT, SENCO, DHT	Summer 2017
To improve the disabled toilet facilities	<ul style="list-style-type: none"> Clear disabled toilet to ensure only required equipment in place Meet good practice guidelines Include nappy disposal bin Make adjustments to seat and height so that it is accessible for younger children when required 	Toilet meets good practice guidelines and ensures that it is accessible for pupils if required	SENCO, Premises Manager	Summer 2017
To provide information in different forms for pupils with disabilities	<ul style="list-style-type: none"> To invest in ICT facilities which are able to produce written information in different formats Ensure access to all materials via website and suitable paper resources Have a point of contact available for parents as required 	The school makes reasonable adjustments for parents of disabled children and disabled parents to ensure fair and equal access to all available resources	SENCO, Office Manager, Welfare Officer	Autumn 2017
To ensure all staff know how to meet the needs of disabled children	<ul style="list-style-type: none"> Targeted training for specific staff Lesson observations focusing on the needs of disabled pupils TA training programme to ensure 	All staff will have a range of strategies for meeting the needs of children with common disabilities	HT, SENCO	Spring 2018

	<p>information is disseminated and adequate training is received</p> <ul style="list-style-type: none"> • Medical needs displayed in relevant areas for all staff • INSETs and Staff training as appropriate 			
To improve access to the school	<ul style="list-style-type: none"> • Improve access to the main office • Ensure adequate space for blue badge holders in car park • Improve security to school building and allows secure access • To consider accessibility in all purchasing refurbishments and decorating decisions 	Pupils and parents with disabilities have more secure and improved access to the school building	HT, Premises Manager	Spring 2018
To improve signage across the school	<ul style="list-style-type: none"> • Signs to indicate access areas more visible and user friendly • Provide access plan of building for visitors 	Disabled pupils, parents and visitors aware of access to all parts of the school	Premises Manager	Spring 2018
To improve the ICT provision	<ul style="list-style-type: none"> • Purchase ICT equipment enabling portable access (including iPads) • Investigate APPs and relevant resources for IT • Continue to invest in IT to ensure additional provision is available 	IT systems and equipment are up to date and enable access to the curriculum for all children	HT, DHT, SENCO, IT Technician	Summer 2018
To develop a programme of regular SEND training	<ul style="list-style-type: none"> • Training arranged for identified needs of groups of children • Staff made aware of latest legislation • Work alongside other schools to develop training 	Staff and school are more aware of legislation and provision for pupils with various needs.	SENCO	Autumn 2018
To improve the quality of provision for children with specific emotional needs	<ul style="list-style-type: none"> • Increase number of tranquil spaces within school for pupils with additional needs 	All pupils who need access to a tranquil or safe space due to emotional needs have a designated space	SENCO, HT, Premises Manager	Summer 2019