Forty Hill CE Primary School
Accessibility Policy and Plan 2023-2026

Intent

Forty Hill CE Primary School is committed to providing an environment that enables full curriculum access 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 taking positive steps with regards to disability and to developing a culture of inclusion, support and awareness within the school.

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

- SEND Policy and Information Report
- Equalities Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Behaviour and Anti-Bullying Policies
- School Prospectus
- Vision and Values Statement

We believe that this accessibility plan is compliant with current legislation and requirements as outlined in the Equality Act 2010, Schedule 10 (which incorporates the SEN and Disability Act, 2001 and the Disability Discrimination Act (DDA), 1995).

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 (DDA 1995).

The DDA 2005 has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

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

Implementation – Disability Discrimination Act Audit

This DDA audit outlines all areas in the 3 planning duties:

- Increasing access for disabled pupils to the curriculum
- Improving access to the physical environment
- Improving the delivery of written information to disabled pupils

This informs our future plans and highlights budget priorities. It highlights 3 levels of priorities:

- Implement urgently to eliminate a severe barrier or hazard
- Implement as soon as possible to improve access
- Action when relevant area of building is updated

Audit of existing achievements and provision to date – June 2023 (from previous Accessibility plan Jan 2020- – Jan 2023)

Target	Improvements to date
To identify pupils with disabilities	• Records up to date and information gathered in advance (where possible) for new pupils entering the school in order to facilitate advanced planning.
To improve access to the curriculum	• All pupils have appropriate time and equipment for accessing tasks. • Additional adult support is in place to ensure equal access and specialist support where required • Staff planning ensures access for all levels of need and ability
To improve the disabled toilet facilities	• Disabled toilet now has hand rail, modesty curtain and nappy changing facilities.
To provide information in different forms for pupils with disabilities	• The website is more accessible for all stakeholders to access information • iPads and ICT Suite computers enable access in different forms • Paper copies of documents always available on request from office
To ensure all staff know how to meet the needs of disabled children	• Relevant training for staff as well as regular meetings to ensure information is disseminated amongst staff • Medical needs displayed in relevant areas for all staff
To improve access to the school	• School path has been made more accessible via the church and is continually cleared and gravel re-applied • Adequate space for blue badge holders in car park • Security has been improved with further fob gates around the school building and staff fob entry from office to main school • Forty Hill School bags now expected uniform so corridors are less crowded
To improve signage across the school	• Signs across and outside the school to ensure access to main office, ramps and understanding of school information
To improve the ICT provision	• iPads purchased (now have 50) and seven small laptops for individual use in class • Clever-Touch boards for all classrooms • Computers in classrooms and ICT Suite updated
To develop a programme of regular SEND training	• Training arranged for identified needs of groups of children • Staff made aware of latest legislation • All staff supported in the writing of provision maps and IEPs
To improve the quality of provision for children with specific emotional needs	• Burrow, Nest and Warren all provide adequate and appropriate space for children with specific needs • DHT office provides a safe, quiet space with sensory features to support calm and regulation

Information Gathering

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.

Accepted by the Governing Body: Jan 2023
Review Date: Jan 2026

Forty Hill CE Primary School - Accessibility Plan 2020-2023

Target	Strategies	Outcome
Continue to improve access to the school	• Replace car park gates to ensure safety and security • Newly decorated classrooms to take account of any disabilities or specific needs • All new premises developments to take account of any disabilities or specific needs in terms of access • Investigate security systems and ways to ensure that access to the main building and office is easier for all • Invest in appropriate fire doors with suitable visibility	All current pupils and adults with disabilities recognised and catered for as well as access to the building improved
Continue to improve access to the curriculum (including Educational Visits and extra-curricular opportunities)	• Provide additional adult support where required • Provide modified documents where required • Planning and resources to be differentiated as appropriate to meet the needs of all children • Resources purchased as appropriate to support the needs of children • Access to external agencies as and when required and available to support the needs of children accessing the curriculum • CPD for all staff on the needs of pupils and strategies for supporting them as well as targeted training for specific staff as appropriate • All pupils, where reasonably possible, are able to access educational visits through thorough risk assessment • All pupils, where reasonably possible, are able to access extra-curricular opportunities if desired • Invite parents to accompany visits or support at extra-curricular opportunities if required • Monitor pupil progress and participation in clubs for identified pupils	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 with training to support specific needs All children have access to educational visits
To improve the disabled toilet facilities	• Upgrade disabled toilet to meet latest regulations • Appropriate space in the disabled toilet space • Add baby changing facilities	Toilet meets good practice guidelines and ensures that it is accessible for pupils and staff (as well as babies) if required
To continue to improve ICT	• To continue to invest in ICT facilities on an ongoing basis • Increase the number of iPads for SEND pupils • Improve the Wi-Fi accessibility	The ICT provision in the school enables all pupils, particularly those with disabilities to access the curriculum in the best way possible

Ensure medical needs of all pupils (and staff) are met fully within the capability of the school	• To liaise with parents and external agencies • Identify training needs • Establish individual protocols where necessary • Risk assessments to be updated	Enable needs of pupils with medical needs to be met where possible
To continue to develop an ethos of nurture and understanding across the school	• Set up nurture groups for Key Stage 1 and Key Stage 2 pupils • Ensure the Nest provision is adapted to meet the needs of pupils • Acorn Group provision to ensure support for pupils who utilise it • Mental Health and Wellbeing Weeks x 2 every year – teach pupils about mental health and the needs of others • Continue to promote inclusion in all activities, including Forest Schools and after school clubs • Reinforce school values and ethos through assemblies, church services and personal development curriculum • Utilise Parent Mentors to support children • Work with school council to promote nurture and understanding	Pupils have a greater understanding of different needs Children feel safer Reduction in anxieties and behavioural incidents in the classroom and at lunchtimes