



South Failsworth Primary School

Accessibility Plan



'Inspiring and Creating Lifelong Learners'

Date adopted: September 2016

Last review: September 2017

Reviewed on an annual basis



Our School Mission Statement:

'Inspiring and creating lifelong learners'

Definition of Learning:

Learning is discovering and applying new skills and knowledge

Our school is driven by its Mission Statement and Definition of Learning. Our school lies in a setting where we can provide excellent outside facilities for our children. We have extensive playing fields, which are regularly used for learning by our children and staff. It is where our Forest School thrives. We have an ethos at school, which promotes the idea that every child is important and we go to great lengths to ensure they are all included and that they achieve to their highest potential.

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors at South Failsworth Primary school recognises the following duties that this places upon them;

- Not 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 plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to ensure the school buildings are accessible for disabled persons

The planning duties of the DDA makes three requirements of the Governing body

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the School Governing Body. The plan attached sets out the school's proposals for increasing access to education for disabled pupils.



Defining Disability

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' - DDA definition of disability.

This definition covers a wide range of impairments. As well as physical disabilities that can be seen, it can also include hidden impairments such as dyslexia, autism and speech and language impairments. The effect on normal day to day activities could include effects on mobility, manual dexterity and physical coordination, continence, the person's ability to lift carry or move everyday objects, effects on hearing, speech or eyesight, effects on memory or ability to concentrate learn or understand and perception of physical danger.

Our policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within our school community, be it because of sex, gender, religion, race or disability. With this in mind our school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Special Educational Needs Policy as well as our Equal Opportunities Policy.

Purpose of the Plan

As a school, we are committed to providing an environment that enables full curriculum access that 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 action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school given the timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will be reviewed annually and will contain relevant and timely actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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



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specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe

- Improve access to the **physical environment** of the school, adding specialist facilities if necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- 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 when requested and within a reasonable timeframe.

Access to this plan

This plan will be made available upon request to any current parent or prospective parent who requests it. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. This plan will be shared with the Senior Management and will inform relevant aspects of the school's improvement plan. This plan will be made available to Ofsted upon request. The plan will be published on the school website and the School Prospectus will make reference to the plan.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan was updated in September 2016 to reflect new statutory requirements for the setting of Equality Objectives.

Supporting Policies

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

- Equal Opportunities Policy
- SEN Policy
- Behaviour and Anti-Bullying policies
- Learning and Teaching Policy
- Health and Safety Policy
- School Improvement Plan
- School Prospectus and Mission Statement



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Access to the Curriculum

Objective	What	Who / How	When	Outcome	Completed
To ensure all teachers are following SEN policy in light of current needs	All teachers need to ensure they are using Quality First teaching; setting monitoring and evaluating appropriate targets on EHCP; liaising with outside agencies and parents as required.	Continual training for staff in order to remove all barriers to learning. Monitor by SENCO	Ongoing	Needs of SEN pupils are appropriately met in terms of the school curriculum.	Policy has been reviewed and updated in September 2016. All staff have been provided with a copy of the SEN policy and acknowledged contents. Learning walks are carried out on a regular basis by SLT to monitor standard of provision for SEN pupils
Ensure compliance with DDA and SEN Code of Practice	Staff and governors informed of the requirements and obligations of the DDA and Accessibility Plan shared with Personnel	Staff and Governors meetings Training	Ongoing	All personnel aware of requirements and obligations	



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Greater awareness of and confidence in differentiating work to meet the needs of children with SEND	Identify areas where knowledge and skills base needs to be extended	SENCO to investigate what areas of training are required. SLT to carry out or arrange relevant training in line with current needs of pupils.	Ongoing. Initial meeting to plan for the academic year takes place on September, following intake of children.	More highly trained staff in this area. Better access to the curriculum for all children.	Meeting took place in September 2016. A variety of training and development identified and planned, in progress or taken place. Key messages cascaded to staff via meetings, training and staff forum.
To update and review the accessibility plan on an annual basis	Carry out an audit of the plan	Review plan and liaise with SLT for an update on current children with disabilities	Reivew in July at the end of the academic year, in time for the new school year.	Plan evaluated and new actions added where identified.	
To ensure that all children regardless of any physical or mental impairment have full access to an appropriate curriculum	Curriculum in accordance with the SEN policy and successful intervention.	SLT to ensure that differentiation is in place in accordance with SEN policy and monitor intervention. Training for all staff in effective differentiation and	Ongoing	Better access to the curriculum for all children regardless of impairment. Children able to access all aspects of the curriculum.	



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		relevant staff for support programmes. SENCO to monitor and obtain appropriate evidence.			
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Outreach provision from external agencies. All staff attend appropriate training.	Ongoing	Children with ASD are successfully included in all aspects of school life.	Identified staff qualified to post-graduate Level. 2 members of staff have completed additional ASD training. Access to IDP materials in school with SENCO support on using them.
All extra-curricular activities are planned to ensure they are accessible to all children	Review all out of school provision to ensure compliance with legislation.	All teachers. Class teachers to consider all trips/activities at planning stage and make arrangements / adjustments to allow children with SEND to access/take part as	Ongoing	Out-of-school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements. Increase in access to all school activities for all pupils.	Specific Risk Assessments carried out to accommodate SEBD children



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		<p>appropriate. Additional support for trip planning available from EVC.</p> <p>Further risk assessments put in place for specific pupils as required.</p>			
<p>Ensure all children on SEN list have a provision map in place.</p>	<p>Provision maps for all SEN children.</p>	<p>SENCO and SLT to plan timetabling and interventions.</p>	<p>Ongoing – termly / half termly</p>	<p>Provision map is up to date and forms a key part of the planning process for all pupils. Provision maps in place and highlighted to support the needs of individual children.</p>	<p>Provision map fully reviewed by SENCO and SLT at end of summer term and re-planned with TA timetabling for new academic year. SENCO reviews individual support with class teacher on half termly/termly basis as required to monitor progress and impact. Adjustments made as required during mid-term</p>



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					reviews.
Review TA deployment	Review meetings with teaching assistants to establish when they are available to support children/	SLT to review deployment annually and as required throughout the year.	Reviewed annually in July with flexibility as need arises throughout the year.	Adult support is available during key times that individuals may need support i.e. lunchtimes, PE lessons, extra-curricular activities. Children who need individual adult support to participate in some activities have access to this support.	

Access to the Physical Environment

Overall, the school has good access for pupils, staff and parents with a disability. The school building is all on one level. In the Lower KS2 areas, there are 4 steps from the hall to each of the classroom areas (Year 3 and 4), although one level access is available via the playgrounds and external doors. Corridors and doors are all wide enough to allow wheelchair access, as is the main entrance to the office. There are two disabled toilets, located in each medical room in both KS1 and KS2. All fire exits are either on one level or accessible by a small ramp. All KS1 classrooms have sloping ramps for ease of access. In the outdoor environment, the lower KS2 playground has steps to the play equipment, but the playground itself is accessible via one level. Access from the car park to the building is not restricted by steps or other obstacles.

Objective	What	Who / How	When	Outcome	Completed
Ensure compliance	Staff and governors	All staff/governors to be made	Ongoing	All personnel aware of	



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with DDA and Code of Practice	informed of requirements and obligations of DDA and Accessibility Plan shared with personnel. Building is compliant with requirements of DDA.	aware at training sessions		requirements and obligations	
To improve provision for disabled, and children with visual and hearing problems	Liaise with the appropriate outside agencies to seek advice and guidance.	SENCO to liaise with agencies and feed back to relevant staff.	Ongoing	Disabled children have equal access to curriculum and school site.	
To update and review the accessibility plan on an annual basis.	Carry out an audit of the plan	Review plan and liaise with SLT for an update on current children with disabilities.	Annually in September	Plan review annually	
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables	Class Teachers to review classroom layout annually for September in line with requirements of new class. Adjustments made as required throughout the year.	Annually at end of summer term/start of Autumn term.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their	Set of Learning Environment standards have been drawn up for the school. Learning walks



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	across the school.			learning.	are carried out regularly to review classroom environments.
To ensure that both areas inside and outside confirm to the H&S guidelines	To assess any high risk areas and carry out appropriate risk assessments, working to bring them up to an acceptable level	H&S audit to take place annually with our contracted provider. Chair of Governors, SBM and Site Manager conduct regular site walks. Risk assessments to be reviewed annually and as and when required throughout the year.	When required	Risk assessments carried out on all areas of the building as appropriate. This is an ongoing activity as it is responding to particular needs as and when they arise.	

Access to Information

Objective	What	Who / How	When	Outcome	Completed
Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of the DDA and accessibility plan shared with personnel	Staff and Governor meetings	Ongoing	All personnel aware of requirements and obligations	



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Availability of written materials in alternative formats	<p>The school will be able to provide written information in different formats when required for individual purposes.</p> <p>Make available school prospectus and other information for parents in alternative formats, upon the point of request</p>	<p>The school will make itself aware of the services available through the Local Authority for converting written information into alternative formats.</p> <p>Review all current school publications and promote the availability in different formats for those that require it.</p>	Ongoing / as required	<p>Delivery of information to pupils, parents and carers improved.</p> <p>All school information available for all.</p>	
The school website contains information that is useful and accessible to parents	<p>School information is published on the school website and updated regularly. Information presented in a way that is clear and easy to understand</p>	<p>SBM and SLT to review website and update content</p>	Ongoing	<p>Delivery of information to parents and the local community improved.</p>	