



# Ford End C of E Primary School

## Accessibility Plan

(previously Disability Equality Scheme)

Updated

March 2017

Adopted by governors

Scheduled for Review

March 2020

## **Purpose of Plan**

This Accessibility Plan updates and replaces the Disability Equality Scheme that has been in place, reviewed and updated since 2007. It explains how Ford End C of E Primary School intends, over time, to increase accessibility for disabled pupils, staff, parents/carers and visitors. It is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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”.

## **Definition of Disability**

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality and Diversity Policy plus the SEND Policy and will similarly be published on the school website.

## **Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.

## **Contextual Information**

Ford End C of E School was originally established at its current location in 1872 by the Church of England to educate the children of the parish of Ford End. The Victorian building consisted of a large hall next to a Headteacher’s house. Several alterations and additions have been made over the years. The original school

building now houses one classroom (Class2) plus a corridor leading to the Headteacher's room, staffroom, two toilets (one with disabled adaptations) plus storage. The Victorian Headteacher's house is now used as a kitchen and small group teaching/meeting room plus storage. Later alterations have added a hall equipped for physical education and used as a dining area, a mezzanine library area, two classrooms, school office and entrance hall. Ramps have been provided to the school entrance plus exits from classes 1 and 3. However, the school is built on a sloping site so they are internal steps from the school hall that lead to the library area and Class 3. External access to the old Headteacher's house is via steps but it can be accessed internally from Class 2. Running along the back of the school is a tarmac ramp that provides access to the playground, in addition to the steps.

### **Current Range of Known Disabilities**

As of September 2016, the school has pupils with a range of disabilities including Speech, Language and Communication difficulties, Specific Learning Disabilities, Autistic Spectrum Disorder and General Learning Difficulties. In January 2017, we surveyed parents to ask if any of them considered their children to be disabled; and no parents indicated that they did.

At present, we have no wheelchair dependent pupils, parents or members of staff. Although the school would like to be able to accommodate children with physical disabilities there are current limits to accessibility imposed by our building. The school would encourage prospective parents to view the buildings and assess for themselves the accessibility issues and also discuss these matters with LA specialist staff.

## Increasing Access for Disabled Pupils to the School Curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after-school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum more widely	Be aware of staff training needed. Staff training provided by SENCo.	On-going Aut. 2016	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
	Staff have opportunities to team teach/ peer observe/ coach.	On-going	Ht/Class teachers	
	Assign CPD for differentiation and recording methods	As needed		
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD EKLAN training for SENLSAs Training provided in production of visual timetables and graphic/symbol supported materials	As required 2016 and 2016	SENCO  LSAs/SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Pupil One Plans to include individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	On going  On going	Class teachers and SENCO	All staff aware of individuals needs
Access to computer technology suitable for different needs	Make sure software and Accessibility Options installed where needed.  Alternative access devices available where needed with advice from specialist staff	As required  As needed	ICT technician	Wider use of SEN resources in classrooms

All school trips and residential visits to be accessible to all	Thorough planning. Advance visits. Risk assessments.	On going	HT/EVC Equality governor to monitor attendance sheets.	All pupils in school can take part in all school trips and educational visits
All afterschool clubs and care provision facilities are accessible to all pupils.	Ensure access is available for all pupils. Provide adult support if necessary. Make physical adaptations as required.	On going	Equality governor to monitor attendance sheets.	All children who wish to are able to attend clubs.
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports.  Seek disabled sports people to come into school	As required	PE subject leader	All pupils have access to PE and be able to succeed within their own ability.

## Improving access to the physical environment of the school

Ford End Primary School has been a three class school for some years. Within our limited financial resources, we invest money into improving the buildings each year and prioritise improvements that will improve health and safety, access and learning.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the OnePlan process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process</p> <p>Ensure staff aware of Environment Access Standard</p>	<p>As required</p> <p>Induction and on- going if required</p> <p>Annually</p> <p>Recruitment process</p>	<p>SENCO</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>	<p>One Plans in place for disabled pupils and all staff aware of pupils needs .</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities.</p> <p>Access issues do not influence recruitment and retention issues .</p>
Layout of school to allow access for all pupils to all areas	<p>Consider needs of disabled pupils, parents/carers or visitors when considering any redesign/extension.</p> <p>Add ramps to double doors to hall and exit from library area.</p> <p>Should wheelchair access to class 3 be needed for a pupil or staff, swap class 2 and 3 bases.</p>	<p>As required</p> <p>As required</p>	<p>Head/ Governors/ Site manager/ School Surveyor</p>	<p>Improved access to school</p>

	Ensure colour contrast between floor and walls. Re-site sockets and switches at accessible height.	When redecorating. When suitable work being done		
Improve signage and external access for visually impaired people	Red/white strip mark step edges of library steps and external steps to playground	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENCO SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
All fire escape routes are suitable for all	Add ramps to all exits to provide wheelchair access from all parts of school (Headteacher's house excepted)	As required and as appropriate	LA	All disabled staff, pupils and visitors able to have safe independent egress

### Improving the delivery of written information to disabled pupils, parents and carers

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils, parents and carers, we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure should enable us to access a range of materials supportive to need.

Targets	Strategies	Time- scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in Plain English. Footer to be added to all school letters/ printed documents offering alternative formats School office will support and help parents to access information and complete school forms Ensure website and all documents accessible via the school website meet accessibility standards.	On going  On-going  On going  As needed	HT/School Office  School office  School Office  Webmaster	All parents receive information in a form that they can access and understand.
Improve the delivery of information in writing in an appropriate format	Provision of symbol/graphic supported materials for some pupils Provision of different coloured papers for dyslexic children Provision of different coloured overlays for dyslexic children Provide suitably enlarged, clear print for pupils with a visual impairment	On-going  On-going  As required	LSAs/SENCO  Classteachers  LSAs/Office	Clear communication for ASD/SCLN pupils Relevant pupils using coloured sheets.
Ensure all staff are aware of guidance on	Guidance to staff on dyslexia, symbol support and accessible information	On-going	SENCO	Staff produce their own information

accessible formats				
Annual review information to be as accessible as possible	Child friendly One Plan and Annual Review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Footer to be added to all school letters/ printed documents offering alternative formats  Ensure website is fully compliant with requirement for accessibility  Ensure Prospectus is available via the school website.	On going As required	Office  Webmaster	All can access information about the school