

Accessibility Plan September 2017 – 2020

Forncett C.E.V.A. Primary School

Introduction

This plan has been produced to meet the requirement of schools to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010. The plan is for pupils but we hope that any changes it brings about will also benefit any disabled stakeholder or visitor to our school.

Our plan aims to...

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing our plan and we will monitor it regularly including an annual review. The whole plan will be renewed after three years. The plan links closely to our work on our General and Specific duties as described in the Equality Act 2010. It compliments our Equality information statement and Equality Objective publication work. It also has close links with school policies such as our SEN Information Report, our Safeguarding and Child Protection policy, our supporting Children with Medical Conditions policy and our teaching and learning policy.

Definition of Disability

The definition of disability under The Equality Act 2010 says **a person has a disability if:**

- **they have 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.**

For the purposes of the Act, these words have the following meanings...

- Substantial – means more than minor or trivial
- Long-term - means the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering fluctuating or recurring conditions).
- Normal day to day activities – includes everyday things like eating, washing, walking and going shopping.

Pupils who have had a disability in the past that meets this definition are also protected by the Act. There are additional provisions relating to pupils with progressive conditions. Pupils with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. Pupils with some visual impairments are automatically deemed to be disabled. For more information please refer to The Equality Act 2010.

Vision and Values

Forncett Primary School fully supports the vision of Norfolk Children's Services which states:

- Our vision is that Norfolk is a great place for children and young people with SEND to grow up and that they access an inclusive and meaningful education which in turn allows them to reach their full potential. We recognise that children and young people with SEND (and their families) want to have choice and control over the support that they receive and that they want to have trust and confidence in the services providing and/or coordinating this support.

Our school endorses the Norfolk Inclusion definition which says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and enjoy community life.

Our own school Statement of Vision and Values (see appendix below) clearly demonstrates our ambition to be as inclusive and accommodating as possible in order to meet all our children's needs whatever they may be.

Developing the Plan

This plan was developed as a result of an audit of the school's strengths and areas for development in working with disabled pupils. It was informed by the views of disabled pupils, their families and professionals such as OT services, health services and advice from our local special school staff where needed. Views are gathered through processes such as EHCP/statement reviews, IEP reviews, parent consultations, school council representation and through informal discussions with pupils and their families through our 'open door' policy. From this ongoing process, we have selected areas for development.

Data Protection

Due to the small size of the school and of the cohorts within it, we are not able to be too specific with the data we publish on pupils with disabilities since we have a duty to keep their identities strictly confidential.

Information about the school's disabled population.

The school currently has some children attending who are known to have some kind of impairment be it physical or mental. Their needs are wide ranging e.g. mild hearing impairments and cerebral palsy. In addition, we have many children attending with a wide variety of special needs such as visual stress and other specific learning difficulties based around dyslexia and dyspraxia who may also benefit from some elements of the plan although they are not considered disabled under the Equality Act's definition. We work closely with our local Playgroup and with Health Services and families on admission to ensure the smooth transition of any pupil joining us who has additional needs due to an impairment.

Results of audit of current provision

An audit of the school in May 2017 found that...

- Staff are aware of a wide range of issues faced by our disabled pupils and acted consistently well to resolve them. E.g. choosing trips and residential stays that will be most suited to our disabled pupils, adapting the timetable, lesson content and

presentation of resources or materials to ensure better accessibility, planning clubs and activities which are inclusive and accessible and which offer alternatives if needed and providing nurturing pastoral care and support where needed. Staff are well trained (as appropriate) in how to meet the needs of their disabled pupils and know who to ask if training is needed. Uptake of clubs for disabled pupils varies widely but does not seem to be based on the disability but on pupil personal choice and/or childcare/pick up arrangements and parental preferences.

- The school building meets the needs of its disabled pupils well. Access into the building is all on the level and inside all rooms open to pupils can be easily accessed by wheelchair users. There is a fully equipped disabled wet room with toilet, shower and support aids which is large enough for two adults and a child in a wheelchair to comfortably be inside at the same time. Due to its size, and lack of alternative storage, this room is sometimes used for short-term storage as long as it does not compromise any access. The school kitchen servery area is more difficult to manoeuvre in but children very rarely go in here due to Health and Safety and Food Hygiene regulations. Any cooking is done in class or the hall and an adult then places it in the kitchen servery's oven themselves. It was also noted that the acoustics in the hall are poor due to the nature of the build. Most of the school has contrasting paint decoration to assist the visually impaired but this does not extend all of the Victorian build yet.
- The school grounds are easily accessible to all our current children and to those who may join us in future. The secret garden now has wheelchair access but will need a little more work to assist potential visually impaired pupils to spot where beds start and path ends. The outdoor classroom would require a ramp to be easily and fully accessible to a wheelchair user.
- Access to the school meets disability access requirements and the car park provides a good disabled parking space. The school entrance provides a sheltered lobby whilst waiting for access with a disability access button fixed on the wall for easy access, clear of the automatic doors. The door buzzer is clearly located on the keypad and has clear signs indicating its position

- Signage and labelling in an around the school is clear and there is a stock of coloured overlays and coloured paper for use to help children access print. Many reading books are 'dyslexia friendly' print and format and the school's chosen learning to read phonic programme was originally designed for dyslexic children.

The findings of this audit along with information from our stakeholders form our accessibility plan.

Accessibility Plan for Forncett C.E.V.A. Primary School 2017-2020

1. Access to the Physical Environment					
Monitoring by Health and Safety and Premises Governor Committee with Headteacher					
	Target	Strategies	Timescale	Success Criteria	Notes
Short-term					
	To improve independent access to the outdoor classroom for those using a wheelchair.	Purchase a portable lightweight ramp. Train staff in safe placing and use of ramp.	May 2018	Ramp will be evident and used as/when/if appropriate. Staff will know how to use it safely.	We currently have no child, parent/carer, staff or governor wheelchair users. The step is small and a wheelchair can easily be assisted up it.
Medium-term	Improve edging to beds in Secret Garden to ensure path stands out for visually impaired.	Use paint or contrast coloured stones etc to highlight edges.	May 2018	Paths and beds will be clearly visible with no trip hazard.	We currently have no visually impaired children but would like to

					make this improvement anyway.
Long-term	Replace internal decoration paintwork schemes in Ruby class (Victorian build) with contrasting ones to aid the visually impaired.	Ensure any new re-decoration uses the same contrasting paint scheme for door frames/skirting against wall colour found in the new build.	September 2019	New decorations comply with disability guidance.	
	Improving acoustics in the school hall.	Quotes for improved acoustics – this may prove to be too expensive and not necessary.	May 2020	Quality of sound for hearing speech is improved.	
2. Access to the Curriculum					
Monitoring by the Curriculum Governor Committee with Headteacher					
	Target	Strategies	Timescale	Success Criteria	Notes
Short-term	Ensure accessibility issues are included in our curriculum planning and activities including educational visits in all subjects.	Subjects in focus on each SIDP cycle will check requirements against plans for the subject across all year groups.	December 2017	Subject leaders will know of and include references to accessibility needs.	
Medium-term					
	Many children know some basic signs but to communicate widely with a classmate joining in September '17 they will	Continue to keep teaching basic signing to all children in class, assembly etc.	Ongoing throughout cycle	Children are able to converse with their classmate through signing.	Staff to be trained in July '17 & September '17

	benefit from learning Makaton.				
3. Access to Information					
Monitoring by R. Burrows, school secretary and school governor.					
	Target	Strategies	Timescale	Success Criteria	Notes
Short & Medium-term	To become an increasingly dyslexia aware and equipped school by learning to use 'precision teaching' alongside RWInc 1:1 tuition.	Staff precision teaching training.	June 2017	Staff are trained and more skilled.	
Long-term	Continue to ensure our book stock contains a good selection of books with accessible print and layout features. Continue to source more books with positive images and content about disability is available for all to read.	Rolling programme of book 'weeding' and replacement	Ongoing through cycle	School book stocks will reflect disability in all its variety in a positive and informative light.	

Monitoring

The plan will be monitored by the Health & Safety governor committees and Headteacher where appropriate to ensure its effective execution.

Publication

This plan will be available on our school website and in hard copy in the staffroom and in the office policy and procedure folder kept at the front desk for public access. Parents and carers will be notified of this plan via the website, newsletter and on the school notice boards. Anyone interested will be able to request a hard copy or an electronic version.

Appendix – Statement of Vision and Values

At Forncett C.E.V.A. Primary, we strive to ensure that...

- **Every child really does matter.** Our school should be as inclusive and accepting as possible. We believe that all children possess gifts, talents and needs of some kind and that they should be valued for them. Provision should be as personal and meaningful as we can make it, allowing everyone to shine.
- **Christian values are at the heart of our school,** helping to guide, inform and inspire us.
- **We focus on the development of the whole child,** providing them with a social, emotional, spiritual and cultural toolkit which will equip them for life, enabling them to grow into successful, well-balanced, resilient and thoughtful adults who make wise choices in a fast-changing world.
- **Learning is enjoyable** and becomes a lifelong passion for us all.
- **Full engagement with our families, our local community and those further away is sought** in order to build supportive understanding relationships and share expertise and resources for the benefit of all our children.
- **Our environment is protected** and we aspire to being as sustainable as we can be to help safeguard our children's future.