



Accessibility Plan

Fordham All Saints

Jakki Sibley

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School Accessibility Plan 2018 - 2021

Introduction

Under the equality Act 2010 schools are required to have an Accessibility Plan. 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, in that the Governing body of Fordham All Saints CE Primary School is required to deliver these duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability, in fact our school aims to promote positive attitudes to disabled people and promote equality of opportunity for all.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in these areas of planning:

- Increase the extent to which disabled pupils can participate in the school curriculum
- 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 in writing for pupils who are not disabled

The school's accessibility plan is to be resourced, implemented, reviewed and revised over a three year period and reported on annually. The plan shows how Fordham All Saints CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

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

1. Vision Statement

At Fordham we '**Believe to Achieve**'.

We believe every member of our school community can achieve across the curriculum through a commitment to **PRIDE** in our Learning for all.

P: Perseverance- we never give up.

R: Respect- we respect each other, our school and people in our community.

I: Inspiration- we aim to inspire through creative and exciting teaching.

D: Determination- to show our best work and achieve our best at all times.

E: Enjoyment- we all enjoy learning together.

Our curriculum will:

- be varied, challenging and inspiring;
- build upon first hand experiences;
- be rich, stimulating and relevant;
- enable children to enjoy learning

Our Core Christian Values are:

- Friendship
- Respect
- Honesty
- Responsibility
- Trust
- Compassion
- Perseverance
- Hope

Fordham All Saints CE Primary School has high ambitions for all pupils including our disabled pupils and expects them to participate and achieve in every aspect of school life. Fordham All Saints CE Primary School's commitment to equal opportunities is driven by the National Curriculum 2014 inclusion statement. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers to disabled pupils in every area of school life

Fordham All Saints CE Primary School makes all children feel welcome irrespective of race, colour, creed or impairment.

The Accessibility Plan is structured to complement and support the school's Equality policy and will be similarly published on the school website and paper copies made available to parents on request. The Accessibility Plan should also be ready in conjunction with The Essex Accessibility Strategy which can be viewed online at the Essex County Council website (this has been updated in June 2015).

1.2 Information from pupil data and school audit

This section aims to demonstrate the presence, participation, and achievements of disabled pupils. The school has conducted an audit of children for whom it is planning. The school has a range of disabilities which include specific learning difficulties and some behavioural, emotional or social difficulties.

The school has considered its strengths and weaknesses in working with disabled pupils:

- There are no areas of the curriculum to which current disabled pupils may have limited or no access.
- There are no parts of the school to which current disabled pupils may have limited or no access.
- All children are able to choose and participate in extra-curricular activities (in or out of school hours)
- School practices and procedures are completed with an awareness of current disabled children in the school, particularly in learning and teaching, behaviour and anti-bullying policy, risk assessment procedure, time-tabling, the administration of medicines.
- Analysis of end of year and of Key Stage outcome data should include a focus on children in minority groups- see termly reports.

1.3 Views of those consulted during the development of the plan

The plan is informed by:

- The priorities of the local authority.
- The views and aspirations of other disabled people or voluntary organisations.
- Our commitment to take positive action in the spirit of the equalities Act 2010 with regard disability and to developing a culture of inclusion, support and awareness within the school.

The school has set the following priorities in respect of consultation on the plan:

- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

2. The main priorities in the school's plan

2.1 Increasing the extent to which disabled pupils can participate in the school curriculum

The school has set the following overall priorities for increasing curriculum access:

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of less experienced staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for differentiation and recording methods	On-going as required	H/T, SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD	As required	H/T, SENCO	Raised confidence in support staff
Ensure all staff aware of disabled children's curriculum access requirements	Set up a system of individual access plans for disabled students when required. Information sharing with all agencies involved with child	As required	H/T, SENCO	All staff aware of individuals needs
All educational visits to be accessible to all	Develop guidance for staff on making visits accessible Ensure each new venue is vetted for appropriateness	As required	H/T, EVC	All pupils in school able to access all educational visits and take part in a range of activities
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 co-ordinator	All to have access to PE and be given the opportunity to excel.

2.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school has set the following overall priorities for increasing access to the physical environment:

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To create access plans for individual disabled pupils as part of the one plan, PPP process when required (upstairs staff room) Be aware of staff, governors and parents access needs and meet as appropriate, use access consultants where needed	As required Induction and on-going as required	H/T, SENCO H/T	Plans in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met

Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	HT, Governors, Consortium Premises Manager	Re-designed buildings are usable by all
Improve signage for visually impaired people	Yellow / white strip marking step edges, Braille signs maintained previously installed in previous plan.	As required	Caretaker	Visually impaired people feel safe in school environment
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.	As required With reminders termly	SENCO	All disabled pupils and staff working alongside are safe in the event of an emergency evacuation.

2.3 Improving the delivery of written information to disabled pupils, staff, governors parents and visitors

The school has set the following overall priorities for increasing access to written information:

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and plain English. School Office will support and help parents' access information and complete school forms. Ensure website and all documents accessible via the website can be accessed by the visually impaired	During induction On-going Current	H/T School Administrator School Administrator H/T School Administrator	All parents receive information in a form that they can access Forms are correctly filled in and returned promptly All parents understand the headlines of the school information.
Improve delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment or in different colours where needed.	As required	C/T	Excellent communication
Languages other than English to be visible in school	Some welcome signs to be multi-cultural	2015, when required	H/T	Confidence of parents to access their child's education

3: Making it happen

3.1 Management, coordination and implementation

The school accessibility plan will be fully integrated into the:

- School Improvement Plan
- Continuing Professional Development Plan
- SEN policy
- Asset management plan
- Health and Safety Policy

The school accessibility plan will, where appropriate be co-ordinated with the Local Authority accessibility plan, social services, relevant health agencies

The Governing Body takes responsibility for the school accessibility plan

- The Access plan will be reviewed and revised annually by the Head teacher and the Governing Body
- The review will use the school provision mapping system, children's individual access plans, outcome of data set monitoring, and the priorities in the School Development Plan.
- The Access plan will be available to all children, staff, and parents to contribute to the review process at any time.

It may not be possible or feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Appendix 1. School Disability Register

Across school we have children with a range of Special Educational Needs, Medical Needs and those requiring emotional or behavioural support