



Farnborough Road Infant School Accessibility Plan

Introduction

At Farnborough Road Infant School we value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. Everyone in our school is important and included. The achievements, attitudes and well-being of all our children matter. We recognise learning in all its forms and are committed to nurturing lifelong learners and improving children's confidence and self-esteem.

This Accessibility Plan 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".

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.

Aims and Objectives

Our school aims to be an inclusive school. We actively seek to remove or overcome the barriers to learning and participation. 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, mental, 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, promoting awareness and providing appropriate support within the school.

The school recognises and values parent's and carers' knowledge of a child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Farnborough Road Infant School Accessibility Plan shows how access to school is to be improved for pupils, staff and visitors with a disability. The plan recognises the need to anticipate those reasonable adjustments that may be needed, and identifies actions to be performed within a given time frame to meet the needs of children, young people and adults with disability.

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school.

Removing Barriers

The school will make reasonable adjustments to ensure that pupils, members of staff and the public are not disadvantaged by removing barriers to successful access and participation in school life, including the delivery of information.

The Physical Environment

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Where necessary, we will try to improve the following:

- access to the school;
- movement around the building;
- accommodation within the building;
- information and communication technology;
- signage.

The curriculum

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

We use language that does not offend, and we make staff and pupils aware of the importance of language. Our library, reading books and other resources contain positive images of people with disabilities.

The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

We seek and respond to guidance from parents and children.

Information Sharing

Information normally provided in writing may be made available in alternative formats that are clear and user-friendly.

We always take account of the disabilities of pupils, staff, parents, governors, visitors and the wider public. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter. We might agree to communicate with a parent with a hearing impairment by text

Staffing

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities.

Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

The school will liaise with specialists to support individual pupils. These specialists may include: physiotherapists; educational psychologists; portage workers; early years specialists; inclusion consultants; educational audiologists, qualified teachers of the deaf; qualified teachers of the vision impaired; speech therapists; occupational therapists; doctors; school health professionals; health visitors; social workers, and the staff of the voluntary and statutory agencies.

Policy into practice

The governing body is responsible for the school's duty not to discriminate.

The headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities.

Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

Monitoring

We have high expectations of all our pupils. We monitor pupil progress half termly to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

We monitor:

- attendance;
- attainment;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires
- incidents of bullying
- any other incidents or events that may cause concern about accessibility to the school's service

Evaluations based on these data are then reported to the governing body, and an action plan will be drawn up if necessary.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- Medical Needs and Medicines Policy
- School Improvement Plan
- Learning Support Policy
- Teaching and Learning Policy

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Pastoral Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is an action plan showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher

May 2022

Signed _____ **Date** _____ **Headteacher**

Signed _____ **Date** _____ **Chair of Governors**

Accessibility Action Plan 2022-2025

The Physical Environment

Ref	Item	Recommendations	Time Scale	Cost	Date Completed
1	Ensure provision for pupils, staff, parents, governors, visitors and the wider public is suitable. Review toilet and building access arrangements in place eg handrails, lifts, ramps.	Improve access to the school garden.	September 2022	Quotes to be obtained	
2	Ensure staff training including First Aid training is in place to support current and new pupils	Review how current and new pupils' needs are being/ will need to be met. Anaphylaxis and asthma training included in First Aid training for all staff.	Autumn Term Annually Booked in for May 2022	£1,500 First Aid every 3 years School Nurse - Free	
3	Ensure parking and access to building for physically disabled pupils and their parents when they visit the school is in place	Review current arrangements	Summer Term Annually or for any new pupils throughout the year.	Quotes to be obtained when necessary	
4	Improve external and internal environment access for visually impaired people	Renew yellow strips marking step edges. Increase visual contrast on fence around Space for Sport.	Easter holidays annually	£50 Caretaker to make improvements as required	
5	Ensure all disabled pupils, staff, parents, governors, visitors and wider public can be evacuated safely	Ensure all staff are aware of their responsibility in relation to those pupils, staff, parents and governors with disabilities. Fire marshals appointed and training provided.	Annually or as often as required in line with pupil/ adult needs. Summer Term 2022	Compliance Health and Safety/Fire Evacuation Practice.	

		<p>Manual handling training provided to staff.</p> <p>PEEP reviewed for individuals needing support to evacuate</p> <p>Compliance team to review and adjust plans as appropriate.</p>	Spring Term 2022		
6	<p>Ensure hearing and visual environment in classrooms is regularly monitored to support pupils with a sensory impairment.</p>	<p>Seek support from the Local Authority HI team in conjunction with the school Inclusion Leader.</p> <p>Staff training on Visual Phonics to support learners with hearing needs.</p> <p>Follow local authority recommendations from qualified teachers of the visually impaired/ see individual vision support plans.</p>	<p>Termly reviews and recommendations from HI & VI teams</p> <p>Summer 2022- Deaf Awareness Training</p>	<p>Service cost- Soundfield</p> <p>Obtain quotes following on from VI recommendations.</p>	Spring 22

The Emotional Environment

Ref	Item	Recommendations	Time Scale	Cost	Date Completed
7	Ensure children with Social, Emotional or Mental Health difficulties have access to calm spaces within school.	Refit a room as a Chill Out Room for quiet time, to serve as a break-out space and to facilitate de-escalations.	Termly Review	None	November 2019 Ongoing updates as required
8	Ensure children with sensory processing difficulties have an appropriate sensory space for calming and alerting activities.	Fit projector and purchase sensory projection wheels. Purchase soft furnishings.	Autumn 2019	£400	November 2019 Ongoing updates as required
9	Ensure all staff have increased awareness of issues around mental health, including strategies to protect the mental health of themselves and our pupils.	Plan and implement a rolling programme of training and support based on priorities identified by SLT in consultation with staff. Train an Emotional Literacy Support Assistant. Establish ELSA and DESTY intervention / support programme. Introduction of Play Therapy Introduction of Boxall Profiling as a way to track and assess children with SEMH needs.	Rolling programme over 4 years. Summer 2020 Spring 22	Cost of external courses. PLT time 8 days training. + £200 access fees Therapist £50 per hour 2 hours per week £100x 38 weeks = £3800 per year. £100 initial assessment pack fee.	Ongoing

Accessing the Curriculum

Ref	Item	Recommendations	Time Scale	Cost	Date Completed
10	Ensure compliance with Equalities Act 2010	Staff and Governors informed of requirements and obligations of Single Equalities Act 2010 and of the Accessibility Plan	Annual Review	None	Ongoing
11	Ensure Curriculum meets the needs of all students	Curriculum review process to include consideration of curriculum needs of all pupils including those with a disability.	Annual Review	Allocation in line with priorities identified in school development plan.	Ongoing
12	Ensure pupil disability is identified and that reasonable adjustments are made in provision.	SEN Support Plan or Pupil Profile for each student identified is in place in September of each year.	Termly reviews of SEN Support Plans and Pupil Passports.	Expenditure to reflect individual need.	October 2019
13	Ensure pupils with a disability have fair access to school educational visits and extra-curricular activities	Staff planning educational visits/ extra-curricular activities to ensure provision for students with a disability.	Termly Review	Expenditure to reflect individual need.	Ongoing
14	Development of whole school Equality and Diversity Objectives	Staff training and support on Equality and Diversity Development of Equality and Diversity objectives to be developed by the whole school community.	Autumn Term 21 Spring Term 22 Objectives to be reviewed annually and updated as necessary	Cost of consultancy and training £500 None	Ongoing

Access to Information

Ref	Item	Recommendations	Time Scale	Cost	Date Completed
15	Ensure availability of written information in different formats	<p>Use a variety of formats for communication, including text, email. Ensure parents/carers are aware that communication is available in alternative formats.</p> <p>Written information is available to suit the needs of parents including translations if required.</p> <p>Introduction of Class Dojo to increase lines of communication between home and school.</p>	Ongoing	Expenditure to reflect individual need.	Ongoing
16	Ensure website is compliant with statutory regulations	<p>Head teacher to oversee the website is updated and maintained</p> <p>External company to check compliance</p>	Summer 22	£350	Ongoing
17	Ensure information in SEN reviews is accessible to all parents	<p>SEN Support plans/ pupil passports are shared with parents termly by the class teacher. Parents are asked to contribute to the parent voice section of the plan. SEN Plans are reviewed termly by the Inclusion Leader, Head & ICON (as required)</p>	Termly	None	September, February & May