

Farway CE PRIMARY SCHOOL

ACCESSIBILITY PLAN 2024



The Equality Act (2010) legally protects people from discrimination in the workplace and in wider society. Discrimination means treating someone 'less favourably' than someone else, because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are called the 'protected characteristics'.

Farway CE Primary School strives for all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. 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. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors.

PURPOSE OF PLAN

This plan shows how we intend, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors:

- **Increasing access to the curriculum for pupils with a disability**
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**
This includes improvements to the physical environment of the school and physical aids to access education.

- **Improving the delivery of written information to pupils and parents/carers**

This will include planning to make written information that is normally provided by the school accessible to all parents and their children. The information should take account of pupils' disabilities and pupils' and parents'/carers' preferred formats and be made available within a reasonable timeframe.

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.

BACKGROUND AND AUDIT

Curriculum

We are aware that there are areas of the curriculum to which disabled pupils may have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Physical Environment

Farway has been in its current location for many years. The building itself is quite old. But alterations have been made to it to update and modernise it.

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs, however we plan ahead to adapt these to suit the needs of our pupils.

Our school has few barriers to the inclusion of physically disabled children, there are no steps within the school grounds. An audit of limitations shows –

- No dedicated disabled parking bay in the school car park.
- The field would be hard to access and use in a wheelchair
- Fire doors to classrooms are heavy and not always easy to open
- The disabled toilet is away from the classroom
- Some doorways are not wide enough for a standard sized wheelchair.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. We ask parents if they require information in other formats.

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Current Range of known disabilities

We have asked parents/carers and staff to advise us of any disabilities, to date we have one child who has a disability. This child manages with our normal curriculum and physical layout.

Overall

We do not at present have any children with a disability that we are not currently managing within our normal curriculum and physical layout. We are aware that we need to continually review and make changes as and when specific issues are identified.

INCREASING ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY

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 expectations when deprivation of after school club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We have proved ourselves to be an inclusive school for children with additional needs. We have admitted children from out of area and provided them with support to enable them to participate in the school curriculum.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in adapting the curriculum.	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia, OAIP and recording methods.	On-going and as required	SENCO AH	Raised staff confidence in strategies for adaption and increased pupil participation.
Ensure all staff have specific training on disability issues.	Be aware of staff training needs Staff access appropriate CPD. Identify training needs at regular meetings. Review the needs of children with specific issues, provide all relevant training.	On-going and as required	SENCO AH	Raised confidence of support staff.

Ensure all staff are aware of disabled children's curriculum access.	Set up a system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with child. Medical/care plans in place if required alongside Provision Maps.	As required	SENCO	All staff aware of individual's needs.
Use ICT software to support learning.	Make sure software is purchased and installed where needed, on recommendation of ICT adviser.	As required	Academy Head	Wider use of SEND resources in classrooms.
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	On-going	Academy Head SENCO	All pupils can access all school trips 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. Ensure all sports coaches are aware of children's individual needs.	As required	PE co-ordinator	All to have access to PE and be able to excel.
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews/CW/DD.		Academy Head SENCO	Gradual introduction of disability issues into all curriculum areas/CW/DD.
Ensure disabled children can take part equally in lunchtime and after school activities.	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available, especially after school.	As required	Academy Head SENCO	Disabled children feel able to participate equally in out of school activities.
Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.	SENCO will ensure appropriate testing and reports are provided to apply for access arrangements.		SENCO	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

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

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

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents/carers.	To create access plans for individual disabled children as part of the DAF process. Through questions, discussions and newsletters find out the needs of others.	As require Annual	SENCO / Class teacher Academy Head	Provision Maps are in place for disabled pupils, and all staff are aware of pupils' needs. All staff, governors, parents/carers are confident that their needs are met. Monitor to ensure any new needs arising are met.
Layout of school.	Consider needs of disabled pupils, parents/carers, staff, visitors when considering any new furniture or redesign.	As required	Academy Head	Re-designed buildings are usable by all.
Ensure everyone has access to reception or waiting area.	Provide a bell on the door so that wheelchair users can get the attention of staff in the office.	As required	Academy Head	Disabled parents / carers / visitors feel welcome.
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SEN staff to audit accessibility of school buildings and grounds.	As required	All staff	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.
Maintain safe access for visually impaired people.	Yellow paint on step edges is required. Check exterior lighting is working on a regular basis Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child.	Ongoing checks As required	Academy Head	Visually impaired people feel safe in school grounds.
Ensure all disabled people can be safely evacuated.	Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information.	As required	Academy head	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.

Provide hearing loops in classrooms to support pupils with a hearing impairment.	Take advice from LEIS on appropriate equipment if this becomes necessary.	As required	Academy Head	All children have access to the curriculum.
All fire escape routes are suitable for all.	Ensure staff are aware of need to keep fire exits clear.	Daily	Academy Head	All disabled personnel and pupils have safe independent exits from school.
Ensure access to IT equipment is appropriate.	Including in relation to those with a visual or hearing impairment.	As required	Academy Head SENCO	Hardware and software available to meet the needs of children as appropriate
Fire alarm	Currently auditory			

IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO PUPILS

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 we again 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 will enable us to access a range of materials supportive to need.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Inclusive discussion of access to information in all parent/teacher annual meetings.	Ask parents about preferred formats for accessing information.	Annually	SENCO / Academy Head	Staff more aware of preferred methods of communication, and parents feel included.
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	Administrators	All parents receive information in a form that they can access.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils with a visual impairment.	As required	Office	Excellent communication.

Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information.	On-going	SENCO	Staff produce their own information.
Annual review information to be as accessible as possible.	Use child friendly DAF (Devon Assessment Framework) review formats.	On-going	SENCO	Staff more aware of pupils preferred method of communications.

We are aware that the need for reasonable adjustments may arise at any time. These will be reviewed as and when the need is identified. We will consult with experts when new situations regarding pupils with disabilities are experienced so that we can be as inclusive as possible.

When staff or parents choose to disclose any disabilities to us, we will ensure we talk sensitively to them about their needs and any adaptations that are required.