

Sir Henry Fermor CE Primary School

ACCESSIBILITY PLAN

Approval Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

This is a Level 2 Policy against the Trust Governance Plan.

Review Body:	LGB
Approved:	Approved under Chair's Action 5 April 2022 to be ratified at May LGB meeting
Next Review:	April 2025
Review Period:	3 years

This plan was approved for implementation on the date above and supersedes any previous accessibility plan.

Inspire, Believe, Achieve

1. Introduction and Context

At Sir Henry Fermor school our values reflect our commitment to love and accept all and that all may flourish. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and doing what is right, where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We are a happy, tolerant and inclusive school.

Sir Henry Fermor enables everyone to succeed; as Jesus teaches through the parable of The Lost Sheep: no one is left behind. Inspiring children and adults, believing in God at the heart of all we do, through Christ's love and guidance; all in the Sir Henry Fermor family flourish, achieving fullness.

Our Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Local Governing Body (LGB) to ensure that Sir Henry Fermor school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- a) To increase the extent to which disabled pupils can participate in the school's curriculum.**
- b) To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.**
- c) To improve the delivery of information to disabled pupils, so information is as available as it is for pupils who are not disabled.**

2. Purpose and Aims

2.1 Sir Henry Fermor's diverse and inclusive community will be a centre of excellence in learning, where all pupils, including those with disabilities, are supported and challenged to fulfil high ambitions.

2.2 All pupils will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Pupils will demonstrate the empathy and confidence to work with others to achieve a better future.

2.3 To ensure all disabled pupils are fully involved in school life and are making at least expected progress.

2.4 To identifying barriers to participation and find practical solutions to overcoming these.

2.5 To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.

2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils.

2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils.

3. Definitions

3.1 Definition of Disability (Equality Act 2010)

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

3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include pupils with medical needs.

4. The Accessibility Plan

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). Sir Henry Fermor school is also committed to making reasonable adjustments for individual pupils to ensure all pupils are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed. The Accessibility Plan will be published on the school website.

a) Increase the extent to which disabled pupils can participate in the school's curriculum

4.2 Pupils with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the pupil and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

4.4 Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support pupils with special educational needs and disabilities (SEND). This includes:

- a) Identification of SEND at a very early stage through meticulous liaison with nursery schools, or other schools as appropriate, supported by individual provision maps and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any pupil in their charge, including sharing progress reports, medical reports and pupil/parent feedback.
- c) Listening to pupils' and parents'/carers' views and taking them into account in all aspects of school life.
- d) Awareness raising programmes for all pupils about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
- e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- f) Increasingly specialised in-class support or guidance from trained staff.
- g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
- h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- i) Special access arrangements for internal and external exams.
- j) Specific target setting and monitoring to ensure all pupils with SEND make at least expected progress and accelerated progress in intervention groups.
- k) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
- l) A structured and dedicated transition programme for vulnerable pupils
- m) Specialist advice and guidance to support transition
- n) Multi-agency support coordinated by the school's Inclusion teams in each year group.
- o) Training for all staff from specialist autism provision staff on teaching and learning strategies for pupils with autism.

Further development

4.5 The School Development Plan sets out additional development priorities in this area. These include:

- Develop further an inspiring curriculum model which meets the needs of all pupils by ensuring that the curriculum in each subject is sequenced to maximise accessibility.
- Further improve subject specific pedagogy through professional development so that teachers can atomise to-be-learned course content to its most accessible components and use well-planned formative assessment strategies to check that all students have mastered the foundational knowledge.
- Conduct annual curriculum reviews.

- Reorganise non-classroom-based support staff to ensure effective context for continuing professional development.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school

b) The school environment already incorporates many features to ensure accessibility

4.6 These include:

- Ramps
- A specialist SEND area, with small, quiet and calm learning spaces
- Disabled toilets
- Features that improve acoustics
- Customised furniture and/or equipment
- Specialist resources, including digital technologies
- Guiding in emergency evacuation.

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual pupils' needs are met. Similar attention is given to how pupils' needs can be met on school journeys and visits.

Further development

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

4.9 The school is also committed to ensuring full accessibility in any future new buildings.

c) Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

4.10 Teachers and Teaching Assistants consider the needs of each SEND pupil and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all pupils. Visual and audio information is now as common as written information.

4.11 In addition, the school makes the following available as appropriate:

- Differentiated resources with particular attention to reading age, plain English, images and layout.
- Laptops and other digital technologies.
- Coloured overlays for text.
- Tactile resources.
- Readers and/or scribes in exams, where appropriate Further development

4.12 The following opportunities to improve further will be explored:

- Opportunities provided by digital technologies.
- Regular clear and relevant information to parents in home language if required

5. Responsibilities

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Local Governing Body is responsible for the approval of this plan.

5.4 The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENCO is responsible for ensuring that all current pupils' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled pupils' needs.

6. Review

6.1 This Accessibility Plan has the status of a policy of the Local Governing Body and is reviewed every 3 years. The views of disabled pupils and parents/carers will feed into the review

Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
School staff are aware of the access needs of disabled children.	Create access plans for individual disabled children	On-going	SENDCo	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
All building work in line with Accessibility guidance.		As required	School Business Manager	On-going improvements in access to all areas when undertaking routine and maintenance works.
Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for all children Develop a system to ensure all staff are aware of their responsibilities	As required	SENDCo	All disabled children and staff working with them are safe and confident in event of fire.
Ensure disabled parking facility is fully accessible	Place a sign at the entrance to the car park showing the location of the accessible parking Mark out a safe walkway in the car park	2022/23	School Business Manager	
Ensure reception facilities are fully accessible	Install a portable hearing loop and clearly display the sign Provide a seat with high back and arms Place a shelf at the reception desk so that a wheelchair user can place their legs underneath	2022	School Business Manager	Improve access to reception facilities

Ensure external and internal areas in school are fully accessible	Carry out priority actions identified in recent audit: • Install further handrails on ramps • Ensure all outside steps have nosings • Ensure stairs have two handrails and install where necessary • Review and make improvements to accessible toilets • Review and improve internal signage	2022	School Business Manager	
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Improving access to the curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes
Ensure TAs have access to specific training on SEND issues.	TA training provided on key subjects raised by them and the school	Ongoing	SENDCo	Raised confidence and impact of TAs
Ensure all school trips are accessible to all.	Follow guidance for staff on making trips accessible	As required	School visits co-ordinator/SENDCo	All children in school able to access all school trips and take part in range of activities.
Review all curriculum areas to include disability issues.	a) Include specific reference to disability equality in all curriculum reviews b) Develop RHE curriculum to address disability equality issues	2022	SLT/RHE subject leader	Inclusion of disability issues into all curriculum areas.

Ensure disabled children participate equally in after school and lunch time activities.	a) Survey participation in clubs at lunch and after school by disabled children b) Organise additional activities for any pupils who appear excluded	Ongoing	SENDCo	Disabled children confident and able to participate equally in out of school activities.
Ensure all staff have undertaken equality duty training.	Staff to be aware of any updates	Annually	HT	All staff work from a equality perspective.

Improving access to information

Targets	Actions	Timescale	Responsibilities	Outcome
Review information to parents/carers to ensure it is accessible.	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English c) Produce newsletter in alternative formats e.g. large print, Braille as required	Annually Ongoing	Headteacher/Office staff/ SENDCo	All parents getting information in format that they can access e.g. tape, large print, Braille.
Ensure all staff are aware of guidance on accessible formats.	a) Provide guidance to staff on accessible information	Annually	SENDCo	Staff to produce routine information to children in more accessible ways.