

# Fairhaven CEVA Primary School



## Accessibility Plan

**Date Agreed by Staff**

**09/01/2020**

**Date Agreed by Governors**

**30/01/2020**

**Date for Review**

**Spring 2024**

**Signed** *S Strowger*

**Date** *30/1/2020*

**(Chair of Governors)**

### **Vision Statement**

Our Christian school community strives to provide a variety of learning experiences for all our young people. We are here to nurture the gifts God gives us and to celebrate our differences. We encourage our pupils to explore their interests, find their talents, flourish and live life to the full. We want our children to live great lives and ultimately make a difference in the world.

Belief – Friendship – Diversity - Achieve

### **Statement of intent**

This plan outlines the proposals of the governing board of Fairhaven Primary School to increase access to education for pupils, staff, parents/carers and visitors with disabilities. The plan complies 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.

We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

This plan aims to:

- Increase the extent to which pupils with disabilities can **participate in the school curriculum**.
- Improve the **physical environment** of the school to enable disabled pupils to take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of **accessible information**, which is readily available to other pupils, to pupils with disabilities.

The governing board recognises its duty;

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a disadvantage.
- To publish an Accessibility Plan.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The plan will be resourced, implemented, reviewed in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

### **Improving Access to the Curriculum**

Our key objective in this Accessibility Plan is to reduce or eliminate barriers to access the curriculum, and to ensure pupils with a disability are enabled to fully participate in school life. Teachers at Fairhaven Primary have a good knowledge of the learning profiles of the pupils in their class. They write Individual Learning Plans for those pupils with special educational needs or physical disabilities. Teachers' planning is differentiated to take account of the individual/group needs of all pupils, including those with disabilities.

All children are included in educational visits and all are encouraged to participate in lunchtime and after-school clubs.

The SENCO, Mrs Lake, line manages and deploys teaching assistants, who deliver learning interventions. She coordinates and facilitates training with all staff to develop whole school awareness of disability, and advises on how children are best supported within the classroom and wider school context. The SENCO also coordinates advice given by outside agencies and ensures its full implementation. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

Targets	Actions	Timescale	Responsibility	Outcomes
All staff will have the knowledge and skills to support pupils with disabilities.	<p>Inset provided for all staff on the four barriers to learning:</p> <ul style="list-style-type: none"> <li>• Communication &amp; Interaction</li> <li>• Cognition &amp; Learning</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory &amp; Physical</li> </ul>	On going  1 CPD session per term	Headteacher /  Senco	All staff will have awareness of the barriers to learning children with disabilities face.
All staff to be aware of resources available to improve access to the curriculum for children with disabilities.	<p>Subject leaders to investigate specialist equipment recommended for children with disabilities and purchase when required.</p> <p>E.g.:</p> <ul style="list-style-type: none"> <li>• Easy grip balls for use in PE.</li> <li>• Clicker 7 for writing activities across the curriculum</li> <li>• Pencil grips and writing slopes for use within all lessons</li> <li>• Coloured paper and easy to read font for pupils with dyslexia.</li> </ul> <p>Investigate spelling programme to be used to improve spelling skills of pupils with dyslexia.</p>	On going          September 2021	Senco          Senco	Children with disabilities will be supported with appropriate resources.
Improve SEMH provision for pupils, so that they access the full curriculum with greater	Appoint a Mental Health Champion. (Currently S. Lake)	On going	Headteacher	Vulnerable pupils identifies and given specific support and

confidence and independence.	<p>Provide training opportunities for member of staff.</p> <p>Cascade information to rest of staff.</p> <p>Provide Time to Talk via the Benjamin Foundation for pupils with SEMH needs.</p>			intervention.
Ensure children with disabilities engage equally in lunch time and after school activities.	<p>Survey participation in lunch time and after school activities.</p> <p>Provide training for lunch time supervisors on engaging children with disabilities in lunch time play activities.</p>	<p>From Jan 2020</p> <p>September 2021</p>	<p>Headteacher</p> <p>Headteacher</p>	<p>Children with disabilities will feel able to participate equally in extra-curricular activities.</p> <p>Children with disabilities will feel included in playtime games / activities.</p>
Ensure educational visits are accessible to all.	<p>Carry out risk assessment prior to visits with the specific needs of children with disabilities in mind.</p> <p>Develop guidance for staff on making trips accessible.</p>	On going	Head teacher / Visit Leader	All pupils will be able to participate in school trips and engage fully in activities planned.

### **Improving Access to Information**

We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language (including ELKLAN approaches); symbols on work; pre-printed / pictorial explanation of work or visual timetables.

We aim, through our communications, to engage with all of our parents / carers. Currently, we share information with parents / carers in a variety of ways including letters, weekly newsletters, the school's website and Facebook account.

<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
Review the preferred method of communication for all parents/carers to ensure it is accessible.	Ask parents/carers about access needs when child is admitted to school. Continue to annually give parents opportunities to share access needs. Review written communication annually (audit) to ensure readability. Produce newsletter in alternative formats e.g. large print, Braille, another language if requested	Annually	Headteacher	All parents getting information in format that they can access e.g. tape, large print, Braille.
Ensure that parents/ carers who have a disability can receive information and reports by an alternative method	Discuss with individual parents their needs / preferences.  Specific arrangements will be made to meet specific needs.	On going	Headteacher	All parents / carers will receive information and reports in a format accessible to them.
Create an accurate data base of pupils, parents/ carers and staff with identified disabilities.	Monitor progress of pupils and identify SEND needs.  Comply with recruitment process and offer equal opportunities to members of staff.  Ask parents to share any disability needs when child starts school.	On going	Headteacher	School will know the disability needs of all pupils, staff, parents and carers.

### **Improving Access to the Physical Environment**

Building work in the past years has improved the disability access to the school. We consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works. We work with SPIRE to maintain and improve the school buildings and environment.

<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
Ensure pathways around the school are kept clear of obstacles.	Daily checks by caretaker	On going	Caretaker / Headteacher	All children and adults can access the school grounds.
Ensure Emergency Evacuation Plans cover pupils an adult with disabilities.	Check policies and procedure documents	January 2020	Headteacher	Staff will be aware of all Personal Emergency Evacuation Plans and routes for vulnerable pupils.
Ensure the signage around the school is clear and at a suitable height for pupils with visual impairment or who use a wheelchair.	Audit the current signage and make suggestions for changes in the event of a physically or visually impaired pupil joining the school.	Jan 2021	Head teacher and Governors	School will know the changes required in the eventuality.
Audit the physical aids required for individuals to access rooms / learning.  Audit needs of pupils on their admission to school.	Install physical aids when required: hand rails, hearing loops, additional slopes.	When required	Head teacher	School will install additional physical aids when required.
Any future plans for further development of the school	Work with Spire Property Consultants (Norwich Diocese) to plan extension /	On going	Head teacher and Governors	New additions to the building will be accessible to all.



building continue to take the needs of pupils, parents and visitors with disability into account.	improvements to entrance.			
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This policy should be read in conjunction with:

- SEND policy
- SEND Information Report
- Equality Policy