

FERNDALE PRIMARY AND NURSERY SCHOOL



Accessibility Plan

Ratified by Governing Body: February 2024

Reviewed Date: October 2023

Next Review Date: September 2027

1. INTRODUCTION

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

2. AIMS

At Ferndale Primary School, we are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure equality in the accessibility of provision for all pupils, staff and visitors to the school. Our Accessibility Plan will be drawn up to cover a three-year period and will be reviewed and updated annually by the SENDco and Governor. Our Accessibility Plan will contain relevant actions to:

1. Improve access to the physical environment of the school including reasonable adjustments to the physical environment of the school and physical aids to access education.
2. Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
3. Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents/carers and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events.

3. DEFINITION OF DISABILITY

The Equality Act (2010) defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

4. PHYSICAL ENVIRONMENT – CURRENT PROVISION

Our site operates over a main building and one mobile classroom unit for nursery. Access between the main building and the mobile classrooms can be achieved

either through using a sloping pathway or a set of concrete steps which has a handrail down each side and a wide yellow strip painted on the front of the rise of each step. All buildings are on ground level only and there are no steps into the top building either through the main doors or side exits from the classrooms. There is currently a small step up into some classroom doors. The mobile classroom unit for nursery, have sloped access, The fire exits have steps. In the car park there is priority parking bay for close access to the main building. Two spaces for disabled parking have been allocated for the car park on the other car park. Corridors within the main building are clear for ease of movement. A number of classrooms have cloakroom areas and there is enough space to move between them unhindered. There are 2 sets of disabled toilet facilities in the main building, one by the staff room in the KS1 end with a sink and with a door that can be locked/unlocked from the inside and outside. The other is in the KS2 side of the building by reception. Floor coverings in classrooms are a mixture of lino and short pile carpet which allow easy wheelchair movement. There is also a degree of flexibility for organising classroom furniture as chairs, tables, book cases and shelf and drawer units are all freestanding. The hall has smooth wooden floors. The school has access to borrow/purchase recommended furniture, such as specialist chairs from the Education Support Service – Physical Disability Team and has a range of table sizes available in school. See below for plans for improvement for the physical environment.

5. PHYSICAL ENVIRONMENT – PLANS FOR IMPROVEMENT (2023-2026)

- Discuss Year 6 entry and exits
- Do we need to consider installing ramps to KS1 entrances
- Ensure all markings on external steps are clearly demarcated
- Disabled car-parking spaces location reconsidered, allotted and then clearly demarcated using appropriate signage

6. ACCESS TO THE CURRICULUM – CURRENT PROVISION

At Ferndale Primary School, our policy of inclusion means children with disabilities are included as a part of an assigned class, working independently and in groups with their peers participating in learning as planned by their class teacher. Some children are directly supported by a Teaching Assistant in order to meet their needs and allow access to the curriculum and activities. This is directed and supported by the class teacher.

We are committed to providing a broad and balanced inclusive curriculum making use of the National Curriculum 2014 in line with the SEND Code of Practice 2020. Subject lesson planning includes adaptations within the teaching and the tasks delivered to meet different levels of need and quality teaching materials to suit individuals are made available. All children are encouraged to participate in the whole curriculum with support as is relevant and necessary for the child.

School visits and clubs are open to all with appropriate risk assessments carried out and reasonable adjustments are made to certain activities. Training for staff is organised and made available as the need arises. As soon as the school is aware of a child's particular need, training is organised wherever possible for the whole staff and in particular for the child's class teacher and teaching assistants. Courses are then made available wherever possible as the child moves through the school to

update teachers and teaching assistants. All teaching assistants are a part of the annual Performance Management review cycle and through this individual targets are set and training needs identified which in turn supports the children they work with. If a child needs assistive technology to help them access their learning, referrals are made to the Swindon Assistive Technology support teacher who will then advise on appropriate resources/interventions and loan equipment as necessary.

- Monitoring undertaken 3x a year to identify children who are not making progress and to evaluate the provision put in place for them.
- To identify barriers to learning and ensure this is discussed and adaptations are made.
- Participate in work scrutinies looking at SEN and Most able books; participate in Learning Walks.
- Learning Walks and planning monitored as part of the school's monitoring cycle, Updates in staff meetings and during SLT
- To continue monitoring the progress of children with SEND. As a part of the school monitoring cycle to use tracking sheets to monitor the progress of children with SEND and those who are not making expected progress and review the interventions put in place.

7. ACCESS TO THE CURRICULUM – PLANS FOR IMPROVEMENT (2023-2026)

- To continue to monitor planning and teaching across the school for appropriate adaptations to meet the needs of all individuals.
- Establish evidence of a wide range of adaptation strategies across the school.
- Staff Monitoring and feedback ongoing.
- To monitor teaching across the school for dyslexia friendly materials and approaches.
- Evidence of a wide range of dyslexia friendly materials and approaches across the school.
- To continue to raise awareness of SEND throughout the whole school.
- To include SEND awareness within PSHE, year group discussions.
- To have at least 3 assemblies per year which explore issues of SEND and access – linking in with the school values for those terms.

8. ACCESS TO WRITTEN INFORMATION – CURRENT PROVISION

At Ferndale Primary School we operate an open door policy where parents/carers are welcomed into school to discuss any concerns. If this is not possible, appointments can be made with either teacher or the school office to make an appointment at a more suitable time. This allows for dissemination of any information as necessary to individual parents/carers and for them to be able to request provision of information in varying formats.

Additionally:

- Classroom resources are presented with a dyslexia-friendly font and on coloured paper for those individuals who require it
- Increasing amounts of correspondence are carried out via e-mail and T2P

- The school has a website which is regularly updated
- Paper letters are available on request via the school office
- All classrooms display a visual timetable to support children with knowing the routine of the day
- Provide access to reading materials from tablets and Ipads for visually impaired pupils.

9. ACCESS TO WRITTEN INFORMATION – PLANS FOR IMPROVEMENT (2020-2023)

- To continue to use appropriate dyslexia- friendly font for the whole school to use in classrooms
- Ascertain a list of parents who have specific needs and require modified ways of communication such as enlarged print