Farnborough Road Infant School

Accessibility Plan

“Learning, Caring and Achieving Together”

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 of 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 the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. 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, 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, support and awareness within the school.

The school recognises and values parent's knowledge of their 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 is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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

Removing barriers

Making reasonable adjustments to ensure that pupils, members of staff and the public are not disadvantaged.

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

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, by installing setting-down and picking-up points, ramps, handrails;
• movement around the building, e.g. by adaptations, such as improved colour schemes, for people with impaired sight;
• accommodation within the building, by providing toilets for disabled pupils, sound-proofing for pupils with impaired hearing, and medical rooms;
• information and communication technology, by selecting appropriate hardware and software;
• signage, by putting it in clear print.

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 the parents and the children.

Information Sharing
Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as Braille and large print, or it may be transmitted orally, or through lip-speaking or sign language.

We always take account of disabilities, be they the pupils' or their parents'. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

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. Among these specialists are the following: physiotherapists, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LA's advice, and its provision through the Hearing Impaired and Visually Impaired services.

Health and safety
Members of staff follow the school procedures both for the storage and for the administration of medicines to pupils. We also have procedures for when blood or other bodily substances have to be cleared away.

The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

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
- Asthma 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

December 2016

Signed ___________________________ Date ___________________________ Headteacher

Signed ___________________________ Date ___________________________ Chair of Governors
## Accessibility Action Plan 2016-2019
### The Physical Environment

<table>
<thead>
<tr>
<th>Ref</th>
<th>Item</th>
<th>Recommendations</th>
<th>Time Scale</th>
<th>Cost</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ensure provision for current/new pupils, staff, parents and governors is suitable</td>
<td>Review toilet and building access arrangements in place for current/new pupils, staff parents and governors eg handrails, lifts, ramps.</td>
<td>Summer Term Annually</td>
<td>Quotes to be obtained when necessary</td>
<td>September 2016</td>
</tr>
<tr>
<td>2.</td>
<td>Ensure staff training including First Aid training is in place to support current and new pupils</td>
<td>Review how current and new pupils needs are being/ will need to be met.</td>
<td>Summer Term Annually</td>
<td>£1,500 First Aid every 3 years School Nurse - Free</td>
<td>September 2016</td>
</tr>
<tr>
<td>3.</td>
<td>Ensure parking and access to building for physically disabled pupils and their parents when they visit the school is in place</td>
<td>Review current arrangements</td>
<td>Summer Term Annually or for any new pupils throughout the year.</td>
<td>Quotes to be obtained when necessary</td>
<td>September 2016</td>
</tr>
<tr>
<td>4.</td>
<td>Improve external and internal environment access for visually impaired people</td>
<td>Renew yellow strips marking step edges.</td>
<td>Summer Term Annually</td>
<td>Caretaker</td>
<td>September 2016</td>
</tr>
<tr>
<td>5.</td>
<td>Ensure all disabled pupils, staff, parents and Governors can be evacuated safely</td>
<td>Ensure all staff are aware of their responsibility in relation to those pupils, staff, parents and governors with disabilities</td>
<td>Summer Term Annually</td>
<td>Compliance Health and Safety/Fire Evacuation Practice</td>
<td>September 2016</td>
</tr>
<tr>
<td>6.</td>
<td>Ensure hearing and visual environment in classrooms is regularly monitored to support pupils with a sensory impairment.</td>
<td>Seek support from the Local Authority in conjunction with the School Inclusion Leader.</td>
<td>Summer Term Annually</td>
<td>Cost of service and repairs to Soundfield system</td>
<td>November 2016</td>
</tr>
</tbody>
</table>

**Recommendations from Compliance Health and Safety Access Audit**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Floor access to dining hall</td>
<td>Repair</td>
<td>December 2016</td>
<td>Caretaker</td>
</tr>
<tr>
<td>4.</td>
<td>Pipes in Main corridor</td>
<td>Highlighted to avoid trip hazards</td>
<td>December 2016</td>
<td>Caretaker</td>
</tr>
<tr>
<td>9.</td>
<td>Main Hall ramp</td>
<td>Requires balustrades for edge protection</td>
<td>January 2016</td>
<td>Obtain quote</td>
</tr>
<tr>
<td>11.</td>
<td>Fencing to side of Space for Sport</td>
<td>Increase visual contrast</td>
<td>December 2016</td>
<td>Caretaker</td>
</tr>
</tbody>
</table>

## Accessing the Curriculum

<table>
<thead>
<tr>
<th>Ref</th>
<th>Item</th>
<th>Recommendations</th>
<th>Time Scale</th>
<th>Cost</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ensure compliance with Equalities Act 2010</td>
<td>Staff and Governors informed of requirements and obligations of Single Equalities Act 2010 and of the Accessibility Plan</td>
<td>Termly Review</td>
<td>None</td>
<td>September 2016</td>
</tr>
<tr>
<td>2.</td>
<td>Ensure Curriculum meets the needs of all students</td>
<td>Curriculum review process to include consideration of curriculum needs of all pupils including those with a disability.</td>
<td>Termly Review</td>
<td>Allocation in line with priorities identified in school development</td>
<td>September 2016</td>
</tr>
</tbody>
</table>
### Access to Information

<table>
<thead>
<tr>
<th>Ref</th>
<th>Item</th>
<th>Recommendations</th>
<th>Time Scale</th>
<th>Cost</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ensure availability of written information in different formats</td>
<td>Use a variety of formats for communication, including text, email. Ensure parents/carers are aware that communication is available in alternative formats. Written information is available to suit the needs of parents – bullet points – translated into different languages, or braille and awareness of literacy skills</td>
<td>Ongoing</td>
<td>Expenditure to reflect individual need.</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Ensure website is compliant with statutory regulations</td>
<td>Head teacher to oversee the website is updated and maintained External company to check compliance</td>
<td>Half Term Oct</td>
<td>£175</td>
<td>December 2016</td>
</tr>
<tr>
<td></td>
<td>Ensure information in SEN reviews is accessible to all parents</td>
<td>Parents invited to attend SEN Support Plan reviews to ensure voice of the parent.</td>
<td>September, March</td>
<td>None</td>
<td>September &amp; March</td>
</tr>
</tbody>
</table>