## Accessibility Policy and Plan

<table>
<thead>
<tr>
<th>Document Version</th>
<th>3.0. Plan updated for FPPF</th>
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<tbody>
<tr>
<td>Reason for Issue</td>
<td>Plan updated for the policy</td>
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<tr>
<td>Document Author</td>
<td>Mike Wallace</td>
</tr>
<tr>
<td>Creation Date</td>
<td>January 2020</td>
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<tr>
<td>Approved by</td>
<td>Governing Body</td>
</tr>
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<td>Approval date</td>
<td></td>
</tr>
<tr>
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<td>Review implementation and actions annually. Re-write plan every 3 years</td>
</tr>
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<td>Website / staff file</td>
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<thead>
<tr>
<th>Version</th>
<th>Date</th>
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<th>Status (Draft, approved etc)</th>
<th>Version History (Creation, update, archive)</th>
</tr>
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<tbody>
<tr>
<td>2.0</td>
<td>March 2015</td>
<td>MW</td>
<td>Approved</td>
<td>Update</td>
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<td>2.1</td>
<td>March 2017</td>
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<td>Update</td>
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<tr>
<td>3.0</td>
<td>January 2020</td>
<td>MW</td>
<td>Draft</td>
<td>Update for FPPF; based on FPJS previous policy and plan</td>
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</table>
**Introduction**
This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

**Definition of Disability**
Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

**Key Objective**
To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the Furze Platt Primary Federation community for pupils, and prospective pupils, with a disability.

**Principles**
Compliance with the DDA is consistent with Furze Platt Primary Federation’s aims and equal opportunities procedures, and the operation of our SEN policy. We recognize our duty under the DDA (as amended by the SENDA):

- 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 substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

Furze Platt Primary Federation recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Furze Platt Primary Federation provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

This Accessibility plan has been developed in consultation with the staff and governors (through the H&S audit) of the school and covers the period from January 2020 – January 2023.
Admissions

The admission of a child with any Special Educational Need to the Federation’s schools will include:

(a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the named School, including requests for additional funding, are dependent upon the named School having access to all the relevant information

(b) Following the procedures which are set out in any Federation policies relating to Special Educational Needs e.g. Assessing Children’s Educational Needs

(c) The availability of appropriate facilities within the named school. These include both physical facilities and reasonable curricular provision

(d) Specific additional funding, if required

(e) Acceptance by the parents/guardians that some educational opportunities, which take place off-site may not be available despite all appropriate actions and support by the named school to provide an inclusive education. The above conditions will also apply, if a disability develops during the course of a child's education at Furze Platt Primary Federation.

Management of the attached Plan

The governors will be responsible for the strategic direction of the Federation’s Accessibility Plan.

The Executive Head teacher and the Inclusion Manager will be responsible for the plans day to day implementation.

Progress of the Plan’s Priorities will be reported to the Full Governing Body at least once per year.

Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Offices.
Appendix 1: FPJS

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Main building including offices, hall and library areas

Corridors are wide enough for wheel chairs to be used.

Entrance to the building, via the main road and playground, is flat allowing for easy wheel chair access. Two fire doors have a step down to the outside playground. These need future re-modelling. (See Action Plan).

Classroom entrances have flat floor entrances.

A disabled Toilet is installed.

Access to Kitchen Servery is clear and suitable for wheel chair bound pupils.

Year 3 Classroom Block

Entrance to the classrooms is via a ramp.

There is a disabled toilet.

Fire Exits from classrooms are via ramps.

Year 4/5 Classroom Block

Entrance to the classrooms is via a short set of steps with a hand rail attached. Ramp would be needed to provide wheelchair access to classrooms. (see action plan)

There is a not a disabled toilet in this area. (See action plan)

Fire Exits from classrooms are via small sets of steps or flat access to the outside; individual pupil evacuation plans are in place where required.

Year 6 Classroom Block

Entrance to the classrooms is flat from the outside.

There is a not a disabled toilet in this area. (See action plan)

Fire Exits from classrooms are via small sets of steps or flat access to the outside.

Playground/Grounds

Available for all pupils. Access is available without the need to use steps.

Field Area is accessible to all pupils
Quiet courtyard is accessible via a small set of steps. Ramp access is required to access this area and year 4/5 classrooms off of the courtyard. (See action plan)

Entrance Paths

All clear of steps allowing easy access for all pupils and parents.

The Main Building and the year 3 Block are approximately 15m apart. Children in Year 3 will need to move between the buildings and while the paths between them are clear and suitable for all pupils the time and physical exertion required to do this may be a barrier to some pupils.

Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

Curriculum Access

Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a Main Stream Junior School we cannot replicate the range of support and resources that a local authority or special provision can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEND Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements – software for visually impaired, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.
In conjunction with the School’s Inclusion Manager, teachers will assess a pupil’s need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

**Informal Curriculum**

Pupils at Furze Platt Junior School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education & learning opportunities on site and off site
- Sports
- Music
- Clubs and activities
- Excursions and trips

The suitability of any event and the need for additional support is discussed fully with parents in advance.

**Information for Pupils and Parents**

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision.

**Action plans:**

**Source Materials for the new plans:**

The priorities of the plan have been identified using a number of sources including:

- Health and Safety Inspections
- Inclusion Manager and SLT views
- Site Controller reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.
Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy
- Behaviour Policy
- The Admissions Policy
- Asset Management Plan

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

Action Plan 1: Increasing Physical Access to and within the school.

<table>
<thead>
<tr>
<th>TARGET</th>
<th>STRATEGIES</th>
<th>OUTCOME</th>
<th>TIME FRAME</th>
<th>GOALS ACHIEVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve wheelchair access to some parts of the building by replacing worn out door mats.</td>
<td>To use Formula Capital monies to provide the new mats.</td>
<td>Wheelchair access will be improved.</td>
<td>April 2020</td>
<td>Only Blue room area to be completed</td>
</tr>
<tr>
<td>Improve wheelchair access to some parts of the building by building ramp access</td>
<td>To use Formula Capital monies to provide the new ramps from main corridor to year 6 playground</td>
<td>Wheelchair access will be improved and fire regulations for evacuation met.</td>
<td>TBC</td>
<td></td>
</tr>
<tr>
<td>Improve wheelchair access to some parts of the building by fitting low handles/push bars</td>
<td>Replace handles with low/mid fitting push plates and pull bars for all internal doors</td>
<td>Wheelchair access will be improved.</td>
<td>TBC</td>
<td></td>
</tr>
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</table>

Action Plan 2: Improving Curriculum Access

<table>
<thead>
<tr>
<th>TARGET</th>
<th>STRATEGIES</th>
<th>OUTCOME</th>
<th>TIME FRAME</th>
<th>GOALS ACHIEVED</th>
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</thead>
<tbody>
<tr>
<td>Provide training for teachers / TA’s on differentiating the Plan support for staff that is pupil specific</td>
<td>All teachers/ TA’s are able to more fully meet the On-going in termly TA</td>
<td>AFL training on staff meeting calendar TA/Teacher CPD</td>
<td></td>
<td></td>
</tr>
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</table>
### Appendix 2: FPIS

**Access to Buildings and Classrooms**

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

**Main building including offices, hall and library areas**

Corridors are wide enough for wheel chairs to be used.

Entrance to the building, via the main road and playground, is flat allowing for easy wheel chair access.

Office entrances have flat floor entrances.

A disabled Toilet is installed.

Access to Kitchen Servery is clear and suitable for wheel chair bound pupils.

Step down into the hall space (see action plan)
Step access between Y2 and office areas - ramped access outside only (see action plan)

**EYFS Classroom Block**

Entrance to the classrooms is via steps from the main corridor but wheelchair access is available externally.

There is not a disabled toilet.

Fire Exits from classrooms are flat.

**Year 1 Classroom Block**

Entrance to the classrooms is via a short set of steps with a hand rail attached. Ramp would be needed to provide wheelchair access to classrooms. (see action plan)

There is not a disabled toilet in this area.

Fire Exits from classrooms are via small sets of steps or flat access to the outside; individual pupil evacuation plans are in place where required.

**Year 1&2 Classroom Block**

Entrance to the classrooms is via a short set of steps with a hand rail attached. Ramp would be needed to provide wheelchair access to classrooms. (see action plan)

There is not a disabled toilet in this area.

Fire Exits from classrooms are via small sets of steps or flat access to the outside; individual pupil evacuation plans are in place where required.

**Year 2 Classroom Block**

Entrance to the classrooms is flat from the outside.

There is not a disabled toilet in this area.

Fire Exits from classrooms are via flat access to the outside.

**Playground/Grounds**

Available for all pupils. Access is available without the need to use steps (only internal – see action plan).

Field Area/ Log park are accessible to all pupils from main playground/outside space

Entrance Paths

All clear of steps allowing easy access for all pupils and parents.

The Main Building and the year 1 Block are approximately 15m apart. Some children in Year 1 will need to move between the buildings and while the paths between them are clear and suitable for all pupils the time and physical exertion required to do this may be a barrier to some pupils.
Evacuation Procedures

The school's Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

Curriculum Access

Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a Main Stream Infant School we cannot replicate the range of support and resources that a local authority or special provision can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEND Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements – software for visually impaired, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations with technology in all classes that is suitable for all needs. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the Federation's Inclusion Manager and Infant School SENCo, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.
Informal Curriculum

Pupils at Furze Platt Infant School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education & learning opportunities on site and off site
- Sports
- Music
- Clubs and activities
- Excursions and trips

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

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Action plans:

Source Materials for the new plans:

The priorities of the plan have been identified using a number of sources including:

Health and Safety Inspections

Inclusion Manager and SLT views

Site Controller reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

Equal opportunities (including Racial Equality) Policy

Health & Safety Policy (including procedures for administering medicines)
Emergency Evacuation Procedures

Special Educational Needs/ Inclusion Policy

Behaviour Policy

The Admissions Policy

Asset Management Plan

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

**Action Plan 1: Increasing Physical Access to and within the school.**

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<tr>
<th>TARGET</th>
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<th>OUTCOME</th>
<th>TIME FRAME</th>
<th>GOALS ACHIEVED</th>
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</thead>
<tbody>
<tr>
<td>Improve wheel chair access between entrance and hall area</td>
<td>To use Formula Capital monies to provide new ramps into the hall from the entrance way</td>
<td>Wheel chair access will be improved.</td>
<td>TBC</td>
<td></td>
</tr>
<tr>
<td>Improve wheel chair access to Y2 classrooms from entrance</td>
<td>To use Formula Capital monies to provide the new ramps from main corridor to year 2</td>
<td>Wheel chair access will be improved and fire regulations for evacuation met.</td>
<td>TBC</td>
<td></td>
</tr>
<tr>
<td>Improve wheel chair access between entrance and EYFS</td>
<td>To use Formula Capital monies to provide new ramps into EYFS from the entrance way</td>
<td>Wheel chair access will be improved.</td>
<td>TBC</td>
<td></td>
</tr>
<tr>
<td>*Improve wheel chair access from hall to Y1 playground space</td>
<td>To use Formula Capital monies to provide the new ramps from hall to Y1 playground space</td>
<td>Wheel chair access will be improved and fire regulations for evacuation met.</td>
<td>TBC</td>
<td></td>
</tr>
<tr>
<td>*Improve wheel chair access from Y1 block to playground space</td>
<td>To use Formula Capital monies to provide the new ramps from Y1 block to playground</td>
<td>Wheel chair access will be improved and fire regulations for evacuation met.</td>
<td>TBC</td>
<td></td>
</tr>
<tr>
<td>Improve wheel chair access to some parts of the building by fitting low handles/push bars</td>
<td>Replace handles with low/mid fitting push plates and pull bars for all internal doors</td>
<td>Wheel chair access will be improved.</td>
<td>TBC</td>
<td></td>
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</table>
*One of these to be prioritised to ensure wheelchair access to at least one Y1 classroom is in place.

**Action Plan 2: Improving Curriculum Access**

<table>
<thead>
<tr>
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<th>OUTCOME</th>
<th>TIME FRAME</th>
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</thead>
</table>
| Provide training for teachers / TA’s on differentiating the curriculum for disabled students. | Plan support for staff that is pupil specific  
Clear management support systems for advice and challenge  
Individual curriculums in place and reviewed annually | All teachers/ TA’s are able to more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum. | On-going in termly TA meetings | AFL training on staff meeting calendar  
TA/Teacher CPD internal/external CPD by professionals/agencies) |
| Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students | Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | As required | All classrooms currently set up for SEND needs based on feedback from external agencies (LA) and resource units in RBWM  
Review as needed. |
| Provide training in manual handling | Liaise with experts/ LA. Provide training for staff | Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate equipment | As required | Rolling programme in place for TAs/teachers |