

Frittenden Church of England Primary School

Accessibility Plan

Learning for Life in the Light of God



Policy Control	
Responsible Person:	Amy Wichall
Responsible Governor Team:	Circle Model
Approved by Governors:	24 th May 2017
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Our school policies are written with the objective of continuously improving Frittenden CEP School in our aim of realising Frittenden CEP School's vision:

Our Vision

To engage every child in an exciting and meaningful educational experience.

Our School Values

Frittenden Church of England Primary School values

Compassion • Wisdom • Hope • Trust

All our stakeholders are encouraged to *reflect* upon their learning and their action

Accessibility Plan

Introduction

The purpose and direction of the school's plan: vision and values

Frittenden CE Primary School has the highest ambitions for its disabled pupils and pupils with additional needs and expects them to participate fully in all aspects of school life.

Our commitment to equal opportunities is led by the National Curriculum Inclusion statement. The school sets challenging, but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Frittenden CE Primary School makes all children feel welcome irrespective of race, colour, creed or impairment.

Information from pupil data and school audit

- The school has a small number of pupils with additional needs. The range of current disabilities includes: speech and communication, ADHD, ASD and dyslexia as well as moderate learning difficulties.
- The old school building was built in 1847. The majority of the corridor is on one level. However, there are steps up in to Dahl and Potter Class. There is also a step down in to the end of the corridor leading out on the playground. Corridors are kept free from clutter.
- The classrooms are a good size and can accommodate wheelchair access, they are all carpeted.
- The new building is on two levels and there is access to the upstairs via a lift. There is a disabled access to toilet and access to the playground via the double doors.
- When planning for building work, access for pupils with disabilities is always a consideration. Flooring is chosen to contrast with the walls and
- Levels of absence among pupils with additional needs are in line with the rest of the school's population. There have been no exclusions for children with additional needs.
- Pupils with additional needs participate in all aspects of school life: taking lead roles in school productions, after school clubs, team sports, choir, school council, visits and residential. We ensure that they can participate in every activity, through careful planning and risk assessments. Where necessary, additional staff are put in place to ensure full access and safety.
- Access to information is planned: for example, dyslexic pupils will have longer to write things down and have coloured paper in their books. For those children who have difficulty copying from the board, information will be written down or printed for them. Text size and font colour is monitored to ensure maximum access for visually impaired children. Pupils will also have individual support to ensure access.
- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens.
- We have a clear anti-bullying policy, drawn up in consultation with pupils and staff and an inclusive ethos which fosters good relationships between pupils. Other school practices such as 'Assessment for Learning', talking partners and the our PSHE teaching encourage mutual support and partnerships between children.

- Outcomes for pupils with additional needs are good. Children make expected or better progress over time.

Views of those consulted during the development of the plan

- Parents of children with additional needs are happy with the environment of the school and are confident that the school adapts the curriculum to meet the needs of the pupils. Through provision plan reviews, for example, we identify any change in need and adapt accordingly.
- Children with a range of needs were consulted as to the school's provision and ideas for future improvements. Sitting near the front helps children with sight or hearing impairments. Children who struggle with food are given longer to eat their lunch in the hall and has extra snack times. Children with Speech and Language receive specific programmes which target their specific area of concern.
- Children had not experienced any bullying as a result of their additional needs; in fact they feel that other children are supportive. They would be happy to talk to an adult, if the need arose.
- The school works closely with the LA to co-ordinate our plans with their accessibility strategy.

The main priorities in the school's plan

Increasing the extent to which disabled pupils can participate in the school curriculum

- Ensure appropriate deployment of support staff to connect disabled pupils to the curriculum, develop independence and promote social interaction.
- Ensure high quality teaching for all to improve disabled pupils' access to the curriculum, including using teaching approaches that promote positive pupil interaction.
- Professional development for staff on inclusive classroom practice and on specific disability issues.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Creation of a dedicated SENCo room and a small office for meetings with parents, SENCo and FLO.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Should the need arise the school is able to tape information for pupils with visual impairments or learning difficulties and can provide pictures or symbols for pupils with communication difficulties.
- Parents and pupils will be consulted to determine preferences – this may take place at Pupil Support Plan reviews, during parent teacher consultations or informal meetings.

- The school is familiar with and use specialist services for advice and resources when necessary.
- The school will also make information for parents available in a range of different formats should the need arise and be mindful of font size and legibility when producing written information. Parents can access more information via the school website, so have the option to increase font size themselves.

Implementation

Management, coordination and implementation:

- We will ensure that all staff are aware of the disability discrimination duties through staff meetings.
- We will feed back consultation results to staff.
- The governing body will monitor implementation of the plan through governor visits and the SEN Governor when meeting with the SENCO.
- The plan will be evaluated yearly, informed by discussions with pupils, staff and parents and analysis of data on progress and attainment of pupils with additional needs.
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.
- The Accessibility Plan will be co-ordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights.
- Implementation – see action plan attached.
- Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence in teaching disabled children, parental satisfaction with arrangements made, outcomes for pupils, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of disabled pupils in school life.
- The Governing Body will report to parents on the school's accessibility plan via the school prospectus and the school newsletter. This will be linked in to other reporting requirements on the arrangements for admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than others and the facilities provided to assist access to the school.

Accessing the school's plan:

- Copies of the school's accessibility plan are available through the school office
- Through the school website: <http://www.frittenden.kent.sch.uk>