



## THE FOREST FAMILY

### Accessibility Plan

#### **Background**

*This Accessibility Plan is compliant 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 on progress of the Accessibility Plan over a prescribed period. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by All Saints and Needwood Primary schools.*

In order to compile our original disability equality scheme and accessibility plan the first time round we consulted with a very large group of people drawn from pupils the school council, other pupils and parents through a questionnaire, parents, community and governors within a working party, support from our local special school and staff within a staff meeting. It was reviewed by Governors annually and after the 3 year review parents and local community were invited to attend a working party meeting, it was put to the school council and has been reviewed with Governors. Since the PSED (Public Sector Equality Duty) came into place this document has been updated to include only the accessibility plan.

**This scheme incorporates both schools' plans to increase access to education for disabled pupils, staff, parents and visitors.**

#### **Definition (Equality Act 2010)**

"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" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

#### Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;

- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

### **Statement**

The schools recognise and accept the need to make all reasonable provisions for the admission of any prospective pupils who are disabled, any staff who are appointed, parents or any visitors to either school. The schools have or has had pupils who have Aspergers Syndrome, Dyslexia, Dyscalculia, Dyspraxia, Down's syndrome, Attention Deficit Disorder, Operational Defiance disorder and food allergies as well as those who have impairments in hearing, speech, sight and physical movement, including wheelchair users whether permanent or temporary. Provision for these pupils has being made in terms of medication, resources, specialist support, teaching support, the physical environment, policy development, risk assessment, the allowance of extra time in examinations, and, where required, by the use of such aids as laptop computers and specific software and resources. We have had children, parents and staff using crutches and staff with temporary disabilities. Adjustments have been made to the school environments to include these people. Disability ramps and a disabled toilet allow for visitors and parents to access our schools sites.

***All Saints specific:*** We are aware however that if we were to have a member of staff with a physical disability, we will need to move our staffroom or make provision for access as it is located in a mezzanine level.

***Needwood specific:*** We are aware however that if we have a child in classes 2 and 3 with a physical disability ramps and the movement of furniture to allow access to the disabled toilet in this area to be accessed - currently under review with architect.

The schools cooperate with parents in the administration of medication to those children with permanent medical conditions, such as asthma, whose education would be severely disrupted if it was not available at either school. We are all trained in the use of the epi-pen for anaphylaxis, furthermore, the schools are willing to discuss the administration of medication to pupils who may require it from time to time e.g. after **illness**.

### **Provision**

The extent to which disabled pupils can participate in the schools' curriculum we consider:

- The impact the delivered curriculum has upon pupils with disabilities.
- The effectiveness of short term planning in identifying the range of reasonable adjustments being made.
- The appropriate deployment of adult and peer support and the effective training of adults involved.
- How the curriculum supports awareness of and positive attitudes towards, disability.
- Effective access to specialist advice and support.
- Resource development
- Access for all in our monitoring and review cycle.

In improving the physical environment of the schools we consider

- Improvements to or advice about lighting, signage, colour contrast, the acoustic environment, floor coverings □ Improvements to and provision of toilets, washing and changing facilities.
- The layout of the playground and other common areas.

- The provision of ramps and lifts and improvements to doorways.
- The provision of particular furniture and equipment to improve access.

**All Saints** buildings date back over 140 years. They have however been modified with disability ramps and appropriate access with a disabled toilet.

### **Strategy**

As part of the schools' disability equality scheme, the schools have adopted the following approach:

- To carry out an audit of the accessibility of the school's physical environment in order to allow the free movement of disabled pupils around the schools. The schools accept that it may be necessary to redesign entrance ways to improve access and it will do everything possible within its budgeted resources to provide such facilities. The annual audit of the physical environment will include a section on reducing an adverse impact on people with a disability. In addition, we complete half termly risk assessments which will identify interim issues.
- To review the schools' curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them.
- To recognise that making the schools' premises, curriculum and admission procedures more accessible to disabled pupils is not enough in itself. The schools must also ensure that the minds of its entire staff are accessible to the individual needs of the disabled pupil. Therefore, the schools recognise the importance of developing a culture in which both teaching and non-teaching staff conform to the spirit as well as the letter of the Act. Staff are supported by SENCO, external advisors and are helped in writing IEPs to provide reasonable adjustments and we have regular review meetings to evaluate the effectiveness of these adjustments. The schools will consider the provision of disability awareness training within staff development programmes.
- In order to consider all the implications of an open access policy with regard to disabled policies, the curriculum committee will review the disability, inclusion, health and safety, SEN, and any other relevant policies as appropriate.
- This scheme will be reviewed annually by Governors.
- The important content of schools documentation complies with dyslexia friendly fonts and formats. We have notified parents that accessibility of text based resources can be provided, in different ways i.e. Braille, coloured paper etc. if we are notified.
- This scheme will be published on our website and all parents and community will be notified of its existence and have the opportunity to access a copy online or a paper version through each school office.

**Our audit – changes regularly so detail held in school.**

### **INITIAL WORK**

#### **General targets:**

| Action  | Success criteria                                    | Lead person | Timescale            |
|---|---|-------------|----------------------|
| Collaborate with relevant personnel to agree action to support those in the school community with a disability in line with DDA duties. | Joint meetings arranged and attended where relevant | Gov / HT    | N/A when appropriate |

|  |   |                                     |  |
|--|---|-------------------------------------|--|
| Increase knowledge of disability and disability legislation of lead person in order to facilitate the raising of the awareness of whole school regarding duties. | Disability awareness planned and delivered to lead person<br>Disability awareness provided to whole school.           | Gov / HT                            | when appropriate   |
| Establish a working party to develop involvement of those with disabilities within the school community and beyond.  | A working party established and meetings undertaken.<br><br>Teview to work with parents, Governors and school council | Gov / HT                            | Initial WP was created and now reconvenes when appropriate |
| Undertake audit of school policies and procedures to establish baseline of present level of disability discrimination  | Audit undertaken, identified those which need reviewing   | Gov / HT                            | As part of cycle on annual rolling programme. completed    |
| Increase access to the curriculum  | Discuss curriculum approaches and provision subject leaders   | All Staff                           | Annual review  |
| Agree and formalise systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates                   | Annual questionnaire  | Communication committee / parent HT | As need arises.  |
| Agree and formalise the systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors   | Discuss with cohort teacher of provision and impact.<br>Report to governors.  | Gov / HT and relevant staff.        | Annual report to governors.                                |

### Improving Curriculum access

| Target   | Strategy  | Outcome   | Timeframe | Achievement                                   |
|--|---|---|-----------|---|
| Regular and repeated training for teachers on differentiating the curriculum | Undertake an audit of staff training requirements | All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum | Annual    | Increase in access to the National Curriculum |

|   |  |  |   |  |
|---|--|--|---|--|
| All out-of-school activities are planned to ensure the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation   | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Currently not a difficulty. Review where necessary. | Increase in access to all school activities for all disabled pupils    |
| Classrooms are optimally organised to promote the participation and independence of all pupils    | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils   | Audit undertaken. Meets needs of current cohorts.   | Increase in access to the National Curriculum                          |
| Training for Awareness Raising of Disability Issues   | Provide training for governors, staff, pupils and parents. Discuss perception of issues                                      | Whole school community aware of issues relating to Access  | 2014/2015 and where relevant beyond.                | Society will benefit by a more inclusive school and social environment |
|   | with staff to determine the current status of school   |  |   |  |

#### Improving the Delivery of Written Information

| Target  | Strategy  | Outcome   | Timeframe | Achievement   |
|---|---|---|-----------|---|
| Availability of written material in alternative formats | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | Ongoing.  | Delivery of information to disabled pupils improved |

|  |   |  |  |   |
|--|---|--|--|---|
| Make available school brochures, school newsletters and other information for parents in alternative formats   | Appropriate website and newsletter. Dyslexia friendly. Offer of large print / Braille etc. no picture etc. Parents have been notified in newsletter of the options.<br><br>Periodically review school publications and promote the availability in different formats for those that require it. | All school information available for all | Ongoing. Note at bottom of newsletter and identified on transition or induction.               | Delivery of school information to parents and the local community improved            |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment   | Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.   | All school information available for all | When necessary, not currently an issue and need to be current.                                 | Delivery of school information to pupils & parents with visual difficulties improved. |
| Raise the awareness of staff of the disabilities we have in school both among staff and pupils and the strategies needed to support their learning or working. | Arrange training courses where necessary.   | Awareness of target group raised         | Induction.<br>Annual review of pupils in school and staff understanding of their disabilities. | School is more effective in meeting the needs of pupils.                              |

### Improving the Physical Access All Saints

| Item   | Activity  | Timescale       |
|--|---|-----------------|
| Increase access to the physical environment – possible staffroom issues. | Staircase used to access staffroom. If a member of staff joins our school we will need to move the staffroom as this is not accessible. | When necessary. |

### Improving the Physical Access Needwood

| Item   | Activity  | Timescale   |
|--|---|---|
| If we have a child in classes 2 and 3 with a physical disability | We will need step ramps and the movement of furniture to allow access to the disabled toilet in this area to be accessed. | Contacted LA with enough notice. MAT has stalled the process. Once in MAT make application. |

**Reviewing moving and handling for staff at Needwood - children with disabilities**

| Item                       | Activity  | Timescale |
|----------------------------|---|-----------|
| Children with disabilities | Moving and handling and back care training Maintain appropriate people handing training. Ensure hoist and equipment checks. | Annual    |

**Toileting**

| Item   | Activity   | Timescale   |
|--|--|---|
| We have children who need toileting / catheterisation. | Support for toileting training and protocols. Catheterisation training and EHC application and structural changes to staff the need. Hoists. | Hoists in place. Staff trained. All in place, we now need regular review. |

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four-year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

Updated: September 2024

Next update due: September 2025