



# **Stour Academy Trust ACCESSIBILITY POLICY AND PLAN (Finberry)**

**Reviewed December 2020**

## **Finberry Primary School Accessibility Policy and Plan**

This Accessibility Plan is compliant with current legislation and requirements as specified in The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and the Equality Act 2010. Directors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

It should be read in conjunction with the following policies, strategies and documents of the school:

Teaching and Learning Policy  
Complaints Policy  
Equal Opportunities Policy  
Charging and Remissions Policy  
Health & Safety Policy  
Homework Policy  
School Behaviour and Anti-Bullying Policy  
Well Being and Involvement Policy  
SEND Policy  
Premises Management: Security and Procedures

Finberry Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with its stakeholders and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

This Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (an in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Finberry Primary School is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Currently the school does have pupils, but no staff or parents with disabilities requiring additional access.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to it. We will take relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Continue to develop access for pupils (in light of the changing pupil intake) with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the pupils without a disability. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks, and information about the school and school events; the information should be made available upon request in various preferred formats within a reasonable timeframe.

#### 2019 – 2020 Review

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT	Reviewed July 2020
Training for teachers and support staff on Children with Special Needs (as detailed in SEND action plan)	Review the needs of children with specific issues, provide relevant training	All staff have a clear understanding of strategies to improve children's access to the curriculum	Ongoing involvement as appropriate	Increase in access to an appropriate curriculum though reduction in barriers to learning	Achieved Further training to be arranged when identified as necessary
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation on a regular basis	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On going	Increase in access to all school activities for all pupils	Restricted due to Covid19 pandemic.

#### **IMPROVING THE CURRICULUM ACCESS**

Classrooms are optimally organised to promote the participation and independence of all pupil	Review layout of furniture and equipment to support the learning process in individual classes. Promote use of visuals in individual classes	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing Visual timetables and good sitting/listening prompts already in use.	Increase in access to an appropriate curriculum	Achieved This will be continue to be monitored
Ensure all children on the SEN register have individual targets; either on the provision map or recorded in an IEP	Provision maps for all children reviewed termly	Provision maps and targets are relevant, up to date and form a key part of the planning process for all pupils	Review termly	Provision maps, IEPs and targets in place to support the needs of individual children	Achieved - to continue
Review TA deployment so that all pupils are appropriately supported	SLT to discuss termly at Strategy Meetings	Adult support is appropriately delegated according to the needs of individual classes/children	Review termly	Children have access to appropriate support	Achieved - to continue
Training for teachers to enable them to meet the Mainstream Core Standards for all learners	Undertake a MCS audit for all staff. Review SEN action plan to incorporate identified training needs (completed)	All class teachers are meeting the Mainstream Core Standards	Annual focus	Increase in access to an appropriate curriculum	Achieved - to continue
To ensure that pupils that would benefit from technology have access to it.	Increase number of devices available so that more children can access clicker	Sufficient devices are readily available for pupils to use - Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have	Ongoing	Gaps in attainment for those who struggle to record their ideas reduced.	Achieved – to continue to monitor and review

		ready access to a range of resources to support their learning.			
--	--	---	--	--	--

## THE PHYSICAL ACCESS

The building opened only 3 years ago and is therefore DDA compliant.		
Approach to entrance	The school can be entered without using the steps. The main doorway is wide enough to facilitate wheelchair access.	Achieved, continue to monitor
Car Parking and Deliveries	There are currently three disabled parking bays.	Achieved, continue to monitor
Internal mobility KS1/FS area/ School Hall	This area is accessible, with doors wide enough for wheelchair access. Disabled toilets/ shower are located on this floor	Achieved, continue to monitor
Internal mobility KS2/SRP/Nurture/ Library/ Staff Room	This area is accessible, via a lift, with doors wide enough for wheelchair access. An EVAC chair is in place should it be required for emergency evacuation from this upper floor. All Senior Leaders and Class Teachers have received training in its use.	Achieved, continue to monitor.  Training to be regularly reviewed in light of any staff changes.
Outside area access/playground	This area is accessible, with doors wide enough for wheelchair access.	Achieved, continue to monitor

## IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT	Reviewed July 2020
Availability of written material in alternative formats.	Review all current school publications and promote the availability in different formats (on request)	The school will be able to provide written information in different formats when required for individual purposes. School information published on the school website is	Ongoing	Delivery of school information to parents and the local community involved	Parents have been informed that this service is available.

		updated regularly.			
Availability of written material in different languages	The school will use translations approved by the LA for key information for EAL families	The school will be able to provide written information in alternative languages when required for individual purposes	Ongoing	The delivery of information to parents of EAL pupils is improved	This is available upon request
Survey parents/carers on quality of communication.	Part of annual parents' questionnaire	School is more aware of the opinions of parents and acts on this.	Annually	Parental opinion is surveyed and action taken appropriately	Parents are able to respond using the questionnaire slips available in reception as well as via the link on the school website.

2020 – 2021

## IMPROVING THE CURRICULUM ACCESS

<b>Target</b>	<b>Strategy</b>	<b>Expected Outcome</b>	<b>Timeframe</b>	<b>Impact</b>	<b>Review July 2022</b>
To ensure that pupils that would benefit from technology have access to it – particularly in light of potential bubble classes having to be taught at home is self-isolating.	Increase the number of ipads available.	There is are a greater number of laptops available for pupils to use.	April 2021	Gaps in attainment reduced through increased modes of access.	