Accessibility Plan

Policy Originator	Lisa Rawashdeh
Governor Responsible	Hodan Ali
Ratified on	04.03.2024
Review period	Every 3 Years (Reviewed Spring '27)

Policy Origin	**Ferry Lane Primary School**
Changes since last version	**Action Plan (pages 4-6)**

Ferry Lane Primary School Accessibility Plan

At Ferry Lane Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

According to the Act a "*disabled person is defined as: someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.* The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their, 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.

Objectives

Ferry Lane Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff 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.

Ferry Lane Primary 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.

An Accessibility Plan is drawn up to cover a three-year period. The plan will be updated annually.
The Accessibility Plan will contain relevant actions to achieve our aims to:

1. Improve access to the **physical environment** of the school, adding specialist facilities if necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

2. Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. 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.

3. Improve and make reasonable adjustments to 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 in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School (appendix 1), which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this current Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit is revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

	Current good practice *Include established practice and practice under development*	**Objectives** *State short, medium and long-term objectives*	**Actions to be taken**	**Person responsible**	**Date to complete actions by**	**Success criteria**
Increase access to the curriculum for pupils with a disability	-Medium and weekly plans identify support/scaffolds needed for all pupils with additional needs -Curriculum is broad and balanced in order to cater for children with a range of interests and strengths	**Short:** Ensure that staff training is well matched to meet the needs of pupils. **Medium:** Develop further as a 'disability friendly' school **On-going:** Develop inclusive, quality first teaching	**Short:** Audit of pupil needs and staff training planned across the year to meet those needs eg: dyslexia friendly classrooms, meeting the needs of children with Autism **Medium:** Ensure that all staff have access to good quality training to ensure that all needs are met **On-going:** NQTs and Teach First students to be supported by DHT to ensure planning is inclusive and	SENDCo SENDCo/ SLT SLT	Audit done and training planned out by summer 2021 All year – weekly planning 5x staff meetings across the year	Pupil/parent and staff summer questionnaires show stakeholders are positive about the ability of staff to meet needs of all pupils Ferry Lane Primary School is recognised locally as a place of expertise for supporting all pupils Formal monitoring shows 100% teachers meeting the needs of pupils with a range of additional needs

			differentiated appropriately Subject leaders all to lead a minimum of 1 staff meeting on 'scaffolding' in their subject area Book and lesson monitoring includes a comment on meeting the needs of all pupils			
Improve and maintain access to the physical environment	-Signage where appropriate to be updated so that it is clearer and supports those with visual impairments -School has developed a sensory room in the Nursery to help children with their behavioural and social needs -Playground markings installed in EYFS and main playground	**Short:** Ensure sensory room is available for children to use at lunchtime **Medium:** Consider using appropriate colour schemes for internal/external decoration to benefit pupils with visual impairment **On-going:** Continue to consider outdoor provision suitable for	**Short:** SENDco to visit other provisions and draw up an action plan once school reopens. To involve the school council in suggesting next step improvements for the area. **Medium:** Consider additional static equipment for the junior playground	Autumn term Plan implemented Spring/summer Ongoing as and when financial budget allows DHT/Site manager	End of summer term Ongoing On-going Ongoing	Outdoor sensory room developed and is used regularly by targeted children with social and emotional needs. Children who have visual impairments are able to use the colour schemes to ensure that they can navigate their way around the site safely.

	-Harting Trail installed in July 2020	children's physical development.	**On-going:** Consider increased opportunities for EYFS children to use Harting Trail			
Improve the delivery of written information to pupils	-All information about the school is to be made available in the main community languages upon request -No communication from or within school is to be produced with a font of less than 12	**Short:** Ensure font used in all communications is at least 12. **Medium:** to ensure that all languages represented within the community are available upon request	**Short:** ParentMail communications to always use size twelve font from now on **Medium** Ensure all staff and parents aware of services available for requesting information in alternative formats.	Office Staff Office Staff	Summer Term	All written communication is available in a readable and practical sized font. Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats. Communication improved for pupils, parents and visitors with a hearing impairment. Communication improved for pupils, parents and visitors with a visual impairment or reading difficulty.

This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs
- School's Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work
- Behaviour Management Policy
- Emergency Plan
- School Development Plan

This plan itself will also be used to advise and inform other school planning documents and policies.

Appendix 1

Access audit

Feature *For example:*	**Description**	**Actions to be taken**	**Person responsible**	**Date to complete actions by**
Number of storeys	FLPS is all on one level. Each pair of classrooms have their own toilets and the hall is in the middle of the school. The classrooms all lead out to the playground from various access points.			
Corridor access	All corridors are clear.	Continued monitoring to ensure that nothing is obstructing access.	All staff	Ongoing
Parking bays	FLPS has sufficient parking for all staff as well as some spare bays for visitors.	To convert one of the bays to disabled parking for visitors to the school and staff.	DHT	tbc
Entrances	Entrances to the school are sufficient to allow wheelchair users access to the Reception Area and Foyer including the use of the Community Wing.	To convert all classrooms to enable wheelchair access.	DHT	tbc

	Entrance to the school via the playground is restricted to pupils and staff and although one entrance in the middle of the school is accessible for a wheelchair the classrooms are not accessible.			
Ramps	There are two slight ramps within the school which currently do not conform to current standards as the ramps are too narrow.	To convert the existing ramps to ramps which are compliant with current legislation including appropriate hand rails.	Site Manager	
Toilets	Altogether there are 6 pairs of toilets across the school for children and separate male and female toilets for staff. In addition there is one disabled toilet next to the computer room and one in the Nursery classroom.	To begin a program of repairs and renovations to the pupil toilets beginning with years 1 and 2 and working up through the school.	Site Manager	
Reception area	The reception area encompasses the foyer, the main office and an inner cell just as parents/carers etc enter the main building. This acts as a stop point and visitors/parents etc cannot enter the main school building unless they are let in. Staff have key cards and a code to enter the building. Wheelchair access is available from reception into the main hall.	Continue to inspect area for any problems/issues and ensure that the area is always kept clear of boxes/obstructions	Site Manager	Ongoing
	The school has clear signage and visitors/parents/carers are clear about where they are going.	To place signage at the back entrance of the school to instruct parents/carers/visitors that they need to	Site Manager	Completed

Internal signage		go round to the office as they are not allowed in through this door.		
Emergency escape routes	All emergency escape routes are well labelled with correct signage. Emergency lighting is fit for purpose and all fire exits are clearly labelled.	Continue to monitor escape routes and remove obstructions etc straight away.	All staff	Ongoing