Forest Town Primary School

Accessibility Plan

2017-2020

Definition of special educational needs
In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:
- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision
For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Forest Town Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

	Priority Target	Strategies	Timescale	Responsibility	Outcome
Access to the Physical Environment	To be aware of the access needs of children, staff, governors, parents and other visitors	• Create access plans for individual pupils with disabilities where needed • Ensure staff and governors can access areas of school used for meetings • Annual reminder to parents and carers to inform us if they have problems with access to areas of school • Supply teacher information to include relevant information about pupils with disabilities as appropriate	As required Ongoing Annually As required	SENCO Headteacher Headteacher Teachers and TAs	• PLPs or equivalent in place for pupils with a disability • All staff, including supply teachers, are aware of specific needs • Staff, governors, parents and carers are confident that their needs are being met • All visitors to school have full access to the school site
Access to the Physical Environment	To ensure that emergency plans and evacuation procedures enable people with disabilities to be safely evacuated	• Ensure that there is a personal evacuation plan for any pupils who require one • Ensure that any pupils who use a wheelchair are not in classrooms where they would need to use steps to evacuate (Sand Lizards) – or ensure that there is an agreed plan in place if this is unavoidable • Ensure all staff are aware of their responsibilities in an evacuation	As required As required Annually and as part of staff induction	SENCO Headteacher Headteacher and Induction coordinator	• All disabled pupils, and the staff who work with them, are safe in the event of a fire or other evacuation • There is constant supervision for disabled children who would need help in the event of an evacuation • Wheelchair users can be evacuated quickly and safely
Access to the Physical Environment	Ensure that fire exits are suitable for those with a disability	• Check fire exits as part of Health and Safety audits • Ensure staff are aware of the need to keep fire exits clear	Termly Daily	Headteacher Governors	• All disabled personnel, pupils and visitors have safe, independent exits from school

Access to the Curriculum	Continue to ensure staff are familiar with technology and practices developed to assist people with disabilities	• Seek advice from Fountaindale Physical Disability Support Service where appropriate	Ongoing	SENCO	• More developed disability awareness amongst staff. • Specialist advice on furniture and seating ICT Assessments and provision of equipment for specific named children • PE advice sought on opportunities for specific named children and strategies are being applied
Access to the Curriculum	Ensure support staff access appropriate training on disability issues as appropriate	• Identify training needs through SEN processes and the Appraisal process • Arrange relevant CPD	As required	SLT	• Confidence of support staff is raised • Needs of pupils are being met appropriately
Access to the Curriculum	Ensure all school visits are accessible for all children	• Carry out risk assessments for all trips • Liaise with providers to ensure there is appropriate access for all pupils • Work closely with parents/carers	As required	EVC Co-Ordinator and Class Teachers	• Staff are competent in carrying out risk assessments • All pupils are able to access visits and benefit from the experience
Access to the Curriculum	Continue to ensure that the PE curriculum is accessible to all pupils	• PE curriculum to include disability sports • Provide any necessary training to PE staff • Seek support from Fountaindale or specialist Physiotherapists if needed	Ongoing	PE Co-Ordinator SENCO SLT	• All pupils have access to high quality PE provision • Sport Premium is used to support accessible sports • PE staff will be confident in the delivery of PE to all pupils, regardless of their needs
Access to the Curriculum	Ensure disabled pupils can take part equally in lunchtime and after school activities	• Review after school club provision to ensure that all activities are accessible for all • Provide necessary training to PE staff and MDSAs If necessary, deploy support staff to support with accessibility of after school clubs • Deploy MDSAs for 1:1 or small group support for identified pupils according to need	Ongoing	SENCO SLT	• All pupils are able to access after school clubs • Lunchtime provision caters to the needs of all pupils • Staff are confident to work with all pupils • Deployment of staff is focused on safety and access for pupils with identified needs

Access to Information	Develop signage around school to include relevant community languages	• Identify languages spoken by the school community • Create a welcome sign in reception reflecting these languages • Continue to develop signs around the school site using these identified languages	Autumn 2017	SLT and EAL Lead	• All visitors to school feel welcomed • Visitors have key information in their first language
Access to Information	Continue to ensure that the website can be translated	• When updating the website, ensure that the 'Translate' tool is maintained	Ongoing	Website Co-ordinator SLT	• School website and the key information it contains is accessible to all
Access to Information	Provide letters in various formats if needed (e.g. paper, website, large print)	• Any letters to be added to the school website • Encourage parents to sign up to alerts from the website, Class DoJo and Twitter so that they are kept up to date • Provide large print copies of letters if requested • Continue to work with parents to translate key letters (e.g. attendance)	Ongoing	All staff	• School website and the key information it contains is accessible to all • Letters and key information are accessed by more stakeholders

This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

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Signed by

_____   **SEN governor**   **Date: ....**

_____   **Headteacher**   **Date: ....**

_____   **SENCO**   **Date: ....**

This document will be reviewed in September 2020