



The Froebelian School
Accessibility Plan
2019-2022

Introduction

We are committed to providing an environment which enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, 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, tolerance and awareness within the school. We are committed to challenging negative attitudes about disability and accessibility.

Ethos and aims

The Froebelian School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum;
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

How the plan is constructed

The School Council, with assistance from the Headteacher and Finance and Operations Manager, is responsible for the plan. They will access specialist services as requirements are identified in specific cases:

1. review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
2. make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future;
3. prepare the School's SEN and disability policy;
4. prepare the School's accessibility plan; and
5. review such plans and policies as necessary and at least on an annual basis.

The School Council have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

Audit

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be 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.

The School has also conducted an audit of our provision for pupils with special educational needs and/or disabilities. Information is gathered from teaching and non-teaching staff, parents and pupils via annual health forms, weekly staff briefings, SEND and IEP meetings, and on-going communication with parents. We have used the results to ascertain understanding in the school community of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents.

The School has also consulted staff with regard to the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The results of the audit have informed our school accessibility plan for 2019-2022. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available on our website and upon request from the School office.

How the plan is reviewed and monitored

The School's Health & Safety Committee meets termly to discuss any recommendations for inclusion in the plan. These recommendations include input from the senior leadership team and the document is then placed on the agenda for the meeting of the governing body. Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

There is an annual formal review of the implementation of the plan by the full governing board. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and the following policies and documents:

- i. Single Equalities Policy
- ii. Curriculum Policy
- iii. School Development Plan
- iv. Health and Safety Policy
- v. SEND Policy
- vi. Promoting Positive Behaviour Policy
- vii. School Prospectus/Website

Inspection

The Accessibility Plan will be monitored by ISI during the inspection process in relation to Schedule 10 of the Equality Act 2010.

Training

Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

Complaints

The school's complaints procedure covers the Accessibility Plan.



The Froebelian School

ACCESS AUDIT

1. An Access Audit was undertaken on 4 April 2019 by the Chair of the Health and Safety Committee and Finance and Operations Manager.

Additional information was provided from the Headteacher and her staff to inform the Accessibility Plan/Policy.

In line with equality legislation, the policy has been impact assessed for disability and against the FREDA principles (Fairness, Respect, Equality, Dignity and Autonomy).

Policy Date: April 2019

Policy Review Date: April 2022

Signed (Headteacher): *C. Oodds*

Signed (Chair of Governors): *R. James*

Access Audit Tool**4 April 2019**

External/Physical Environment	YES	NO	Comments
Is there wheelchair access into school?	X		
Are all doors wide enough for wheelchairs?	X		
Is the playground an even surface?	X		
Is the playground equipment suitable for children with hearing difficulties?	X		
Is signage appropriate for the visually impaired?		X	Exit signs are clear
Is there disabled parking?		X	Not specifically allocated but can be made available if needed.
Are pathways safe?	X		Broken paving on rear stairs from Newlay Lane requires attention.
Are the outside lights in working order?	X		
Are automatic doors sign posted?	N/A		
Are door handles contrasted to doors?	X		
Are external buzzers to reception in working order?	X		
School gates are locked after 09.15am and open at 15.15pm?	X		
Main entrance :			
Is there a hearing loop system?		X	
Internal Environment			
Are all doors wide enough for a wheelchair?	X		
Is there a disabled toilet?	X		
Are there disabled washing facilities?	X		
Are children's toilets suitable for wheelchairs?		X	Internal toilets are not suitable. Playground toilets provide necessary provision.
Are grab rails fitted where necessary to aid movement around school?	X		
Are classrooms organised to provide participation and independence of all pupils?	X		
Is written information available in alternative formats?		X	
Are teachers trained in	X		Covered in staff meetings if needed

differentiating the curriculum and are aware of access issues for disabled pupils?			
Is there any specialised equipment to benefit individual pupils and staff?	X		Writing slopes provided for left-handed children who need them.
Is there appropriate use of colour schemes for internal decorations to benefit pupils, staff or visitors with visual impairment?		X	
Is there any provision for children with specific special needs?	N/A		Not currently required.
Is there an audit of pupil needs (if needed)?	X		
Has there been training for staff on disability issues?	N/A		Not currently required.
To Do :-			
Risk assess damage to paving on stairs from Newlay Lane and repair if required.			
Check if provision of allocated disabled parking is required at all times			
Check if written information must be available in alternative formats at all times or as and when required.			
Check if provision of a hearing loop is a statutory requirement or as and when required.			
Check internal colour schemes are suitable for visually impaired			

Accessibility Plan**IMPROVING ACCESS TO INFORMATION, CURRICULUM AND PHYSICAL ENVIRONMENT**

	Target/Priority	Strategy/Action	Outcome	Time Frame & Responsibility	Achievement
C1	Undertake an Access Audit.	Produce a plan of areas requiring improvement.	Plan produced.	April 2019 and reviewed April 2022 Governors and FOM	Good physical access around school.
C2	Ensure playground areas are suitable for wheelchair users and children, staff, visitors with sight impediment.	Ensure pathways clear. Rectify uneven surfaces. Ensure ramp areas available through provision of temporary wooden ramp at arch way step. Highlight step edges with yellow non-slip paint.	Areas are made safe. Explore opportunity to have additional ramp access. Paint step edges.	Ongoing Caretaker	Good physical access around school.
C3	To ensure clear corridors for children, staff with mobility issues.	Keep corridors clear from trip hazards.	Children and staff with mobility issues are able to move around school.	Ongoing	Good physical access around school.
C4	Undertake a risk assessment if a child or staff members has a mobility issues.	All staff to be aware of the need to undertake an assessment.	Children and staff with mobility issues are able to move around school.	Ongoing	Good physical access around school.
C5	Ensure provision of wheelchair accessible toilets with changing facilities.	Maintain a wheelchair accessible toilet. Identify where in school they are. Any new developments/refurbishment to accommodate wheelchair provision.	Provision for male and female wheelchair users.	Ongoing and in future planning	Good physical access around school.
C6	Fit grab rails where necessary to aid movement around school.	Maintain grab rails around school to review and implement further should a situation warrant it.	Aid independent mobility around school.	Ongoing	Improved physical environment.
C7	Appropriate uses of colour schemes for internal/external decorations to benefit pupils, staff, visitors with visual impairments.	Follow advice on contrasting colours and re-decorate as necessary.	Build into maintenance budget.	Ongoing	Accessibility increased steps, doors, light switches safer for pupils, adults with visual impairment.

Accessibility Plan**IMPROVING ACCESS TO INFORMATION, CURRICULUM AND PHYSICAL ENVIRONMENT**

	Target/Priority	Strategy/Action	Outcome	Time Frame & Responsibility	Achievement
C8	Appropriate use of specialised equipment to benefit individual pupils, adults.	Use of colour screens on IT equipment/ iPads/ IT software to produce customised material. Adjustable tables / work books / IT for children with physical disabilities. Shaped pens / pencils for pupils with grab difficulties. Staff trained as appropriate.	Specialist equipment listed and available for identified pupils.	On going	Increased access to the curriculum needs of all learners met.
C9	Improve signage to indicate access routes in and around school.	Signs indicate wheelchair friendly routes in and around school.	Identify where signs would be best placed.	On going	Greater awareness of access for disabled.
C10	Improve education experiences for visually impaired pupils should we have any.	Ensure blinds in all classes are effective.	Ongoing maintenance.	As necessary	Teaching aids / white boards, etc more easily seen and learning experiences of pupils enhanced.
C11	Provide specialist play equipment if have children requiring it.	Enable disabled pupils to enjoy play which would be inaccessible to them.	Use of nest swing from Sutcliffe Play catalogue when required.	As necessary	Disabled pupils use play equipment.
C12	Written material to be available in alternative formats, ie school brochure, school newsletter and other information for parents, pupils when specifically requested.	Staff to be aware of services available through LA. Disabled people aware of facilities through signs and newsletters. Improve availability of information for parents – display appropriate leaflets for parents to collect.	Contact details and cost of translations to be available.	As necessary	Information for disabled pupils, parents as appropriate. Written information available in alternative formats. Parents better informed.

Accessibility Plan

IMPROVING ACCESS TO INFORMATION, CURRICULUM AND PHYSICAL ENVIRONMENT

	Target/Priority	Strategy/Action	Outcome	Time Frame & Responsibility	Achievement
C13	Ensure all children on SEND register have a provision map whether this is an EHCP or an IEP as required.	Provision maps for all children.	Provision map is to date and forms a key part of the planning process for all pupils identified.	Ongoing	Provision maps in place and highlighted to support needs of individual children.
C14	Classrooms are optimally organised to promote the participation and independence of all pupils.	Layout of classrooms reviewed to support the learning process.	Lessons start on time, without the need to make adjustments to accommodate individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing	Increase access to the curriculum.
C15	All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance and legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements.	Ongoing	Increase access to all school activities for all pupils.

Accessibility Plan

IMPROVING ACCESS TO INFORMATION, CURRICULUM AND PHYSICAL ENVIRONMENT

	Target/Priority	Strategy/Action	Outcome	Time Frame & Responsibility	Achievement
T1	Training for Raising Awareness of Disability Issues.	Provide training for Governors, staff, pupils and parents. Discuss perception of issues with staff to determine current status of school.	Whole school community aware of issues relating to access.	Ongoing	Community will benefit by a more inclusive school and social environment.
T2	Training for staff in the identification of and teaching children with additional needs.	All staff attend appropriate training. Internally through staff meetings and external provision where appropriate.	All staff familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	Children with additional needs successful included in all aspects of school life.
T3	Training for teachers on differentiating the curriculum and effective communication with parents.	Staff training and meetings with parents of SEND pupils arranged.	Good communication with parents.	Ongoing	Parents fully informed, needs of learner met, increased access to the curriculum.