

Values of Fordbridge Community Primary School:

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Fordbridge Community Primary School believes that it is the right of all children to be included in their education. We believe that this right extends to everyone associated or connected with Fordbridge Community Primary School. To this end we will endeavour to make our school and its facilities accessible to all. This we will do within our resources and in conjunction with Solihull Local Authority.

We fully subscribe to the vision developed by the multi-agency conference on inclusion held in Solihull in 2002 which stated:

“We believe that inclusive education is the right of every child and that an inclusive environment is one that promotes a child’s sense of belonging and makes education an enjoyable and fulfilling experience socially, emotionally and academically. We do not believe that children and young people are inclusive members of our community of schools simply because they attend a mainstream school. We recognise that some children and young people may feel excluded within a mainstream environment and some may feel included within a special school environment.”

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Definition of Disability:

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background:

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out proposals for our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies:

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy

- School Development plan
- School Brochure/ prospectus and Vision Statement
- Teaching and Learning policy
- SEN policy
- Inclusion & Equal Opportunities policies
- Behaviour/and Anti-bullying policy
- PSHE and Citizenship guidelines

The Schools complaints procedure covers the Accessibility plan.

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.

.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school’s website
- Paper copies are available from the front office

AUDIT OF CURRENT PROVISION

A. Curriculum Access

Statement	Evidence	Action Required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Lesson observations/ transition meetings	TAs to be trained when working with a children with specific physical disabilities

Classrooms are optimally organised for disabled pupils	Support from SISS PD team	
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Lesson Observations	
All pupils are encouraged to take part in music, drama, and physical activities	Lesson Observations	
Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, slow writing speed for pupils with dyslexia, pupils with processing difficulties.	Lesson Observations and Provision Map	
All staff plan for additional time required by some disabled pupils to use equipment	Lesson Observations and Provision Map	
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport	Lesson Planning scrutiny	
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils	Lesson Observations and Provision Map	
School visits are accessible to all pupils, regardless of attainment or impairment	Lesson Observations and Risk assessments	
All staff have high expectations for all pupils	Lesson Observations and Provision Map	
All staff strive to remove barriers to learning and participation	Lesson Observations and Provision Map	

B. Physical Access

Statement	Evidence	Action Required
The layout of areas allows access for all pupils, such as Academic areas: eg, classrooms, hall Sporting Areas: eg, hall, outdoor sporting facilities - MUGA Social areas: eg, dining hall, reception Play areas: eg, playground	Adaptions within school environment to support pupil with significant visual impairments. This includes corridors – with padding on posts and on playground – padding on posts.	Continue to monitor and take advice from the Visual/ hearing impairment team, as well as SISS Physical Disability team and the RNIB Habilitation team each term. To act upon advice from the above teams to help improve access to the school environment.
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps	Ramps in place to support use of wheel chair and walkers. Lift for pupils to access upper floor to phase 3.	
Toilet facilities have hoist and changing bed. Also additional accessible toilets, which have hand rails. Showers are available and accessible.	Disabled toilet/ changing room- facilities in school.	
Pathways around school are safe and well signed. Parking arrangements for disabled staff and pupils parents.	Disabled parking bays are well signed in both staff and	

	parent/ visitor carparks.	
Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory		
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy	Autism intervention room – staff have looked carefully at décor, use of colours and signs including Makaton to support pupils with autism and speech and language needs.	
All areas are well lit, wide corridors.	Lights on corridors which are activated by movement.	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Yearly acoustics sound checks for pupils with Hearing impairments.	Hearing audit to support Hearing impaired children. Yearly acoustic sound checks by the Hearing Impairment team are in place each year to ensure best acoustics for children with hearing Impairments.
Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc	Learning walks, management plans for individual children.	

C. Access to Information

Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner, use of software to support pupils with limited mobility.	Yearly staff CPD from VI/ HI/ PD teams to support staff in using technology to support specific pupils.	E.g. -Yearly CPD training on Cochlear implants/ Hearing aids and related equipment for staff within year groups for individual

		pupils with Hearing Impairments. Visual impairment CPD and ongoing training to support pupils with significant visual impairment.
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans Serif size 12 or larger on buff paper. When required font size further increased for pupils with visual impairments.	Whole school use Sassoon to promote handwriting policy Pupils in school with CVI (cerebral visual impairment), adjustments made with text to support pupils.	
The school liaises with LEA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	SENCo works closely with SISS SPI team to support pupils with difficulties	All staff have access to Widget to support consistency in using symbols across the school since purchased in 2023.
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/PowerPoint presentations etc		

ACTION PLANS & EVALUATIONS

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Fordbridge Community Primary School will address the priorities identified in the plan. The plan is valid for three years 2023- 2025. It is reviewed annually.

The action planning work will be overseen and co-ordinated by the governors' premises sub-committee (premises access), the curriculum and pupil affairs sub-committee (curriculum access), and by the deputy head teacher (access to information).

Evaluation of the progress of the plan will be made by the governing body through an annual report by the head teacher and the relevant sub-committees. The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at any school.

Action Plan – Curriculum Access

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Raised awareness of the curriculum needs of pupils with ASD; Language and communication disorders; for whole staff.	Programme of INSET at whole school staff meetings. AET – training for new staff and whole school refresher training On going training from speech therapists.	Overview of the needs of particular groups of pupils for all teaching staff Uplevelling staff skills to support children with limited language and non-verbal.	Summer term 2023 -	Staff training- ASD via AET training for all new staff. Refresher for other staff. Speech therapists delivering targeted training to support non verbal pupils. All staff have access to Widgit to enable consistent use of visuals across the school.
Medium Term	Clarification of support role of school staff in meeting needs of pupils with Speech and Language Difficulties, including pupils with limited language or non-verbal.	Work with SEN Service and STS to agree role of school staff in supporting individual children, including increasing staff confidence in supporting pupils with non verbal communications skills.	Appropriate support for pupils with speech and language difficulties from school resources, including identified pupils requiring direct speech therapy from speech therapist or health service..	Sept 2023	Staff training on using Widgit, staff are using symbols across school more confidently. Staff received CPD from speech therapist in targeted phases. Continued to see increase in the number of younger pupils entering school

					who are non-verbal. Pupils accessing support quicker, earlier referrals and progress seen with individual pupils.
Medium Term	Refresh training for teachers on inclusive teaching and learning styles – Quality First Teaching	Audit skills and competencies of teaching staff; identify teachers to benefit from training in inclusive teaching by teaching and learning style.	Teachers enabled to apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities.	Autumn term 2023	.Discussed through on going SEND staff CPD in 2023-2024. Staff discussing more pupils learning style.
Medium Term	Continue to train identified personnel to administer medication	Consultation with partners in the Health Authority and SEN Service. Identify suitable personnel. Provide training	Clear agreed procedure for administering medication	Autumn term 2023	TA's/ Learning mentor/ dinner supervisors - first aid training in 2023- 2024. All staff training on asthma and allergy – annually. Staff training for specific conditions – such as Epilepsy, where children are present. Lead First aiders administer – prescribed medications. E.g. ADHD
Long term	Following achieving Communication Friendly Award status through Elkkan. Look at development of Total Communication systems, including pictures, written words and phrases, gestures and high and low tech Alternative and Augmentative Communication systems (AAC) in addition to spoken	Staff training initially in phase 1 – On Makaton to increase staff knowledge. Whole staff introduced each week to a new sign, to start to develop a whole school approach total communication systems.	Teachers have skills and knowledge to deliver Makaton and other alternative and Augmentative Communication systems.	Starting Autumn term 2023/ continuing in 2024	Phase 1 staff training on Makaton. In 2024 to further offer training for staff within phase 2. Staff within Launch Pad (Intervention room) have received further CPD on Augmentative Communication Systems, due

	language to support pupils with complex non verbal needs.				to the high level of specific needs within the group.
Long term	To renew Communication Friendly Award Status, - Elklan	Continue whole staff training and implementation to achieve reward renewal.	School successfully achieve Communication Friendly Award Status - Elklan	2024 - 2025	Initial gathering of evidence to support renewal of award.

Action Plan – Premises Access

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Maximise access of environment with low cost adaptations. Focus around increase in number of pupils with hearing impairments.	Environmental Audit based on LA Accessibility Audit Make low key adjustments to maximise physical access, improve acoustics and maximise visual clues– consult SISS Through support of SISS HI team to support access for pupils with specific hearing impairments.	Good practice in accommodating needs of pupils with physical disabilities, hearing impairment, visual impairment	Autumn term 2023	Environmental audit carried out each year with Hearing Impairment team established and strategies and advice followed.
Medium term	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairment. Decreasing high level of stimulation on walls which can be overwhelming to certain pupils.	Seek advice from SEN Service on appropriate colour schemes/blinds Staff aware of impact of surroundings on sensory needs.	Increased access for visually impaired pupils to some classrooms/areas of school	2024	Limited refurbishments made this year, but when changes have been made colour schemes have been discussed. Staff showing more awareness of trying not to clutter walls and reduce stimulation.
Long Term	School plans to improve access to designated areas over successive financial years. To look at increasing break out/ safe spaces	Planned use of minor delegated resources Funding in line with LEA Accessibility Strategy	Access to (named areas of school)	2024 - 2025	Current use of Apollo room as break out room. Launch Pad and some individual developing safe spaces within the hub areas or classroom. Look

	to support children with SEMH and specific sensory needs.				at further ways to develop this.
--	---	--	--	--	----------------------------------

Action Plan – Access to Information

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Availability of written material in alternative formats	SEN Service provides consultation to inform schools of services available in the LEA for converting written information into alternative formats as well as EAL.	Ability of school to ensure availability of material in alternative formats as required	Autumn term 2023	Letters are more automatically been put in to alternative language and accessing available technology to support this.
Medium Term	School to be able to produce symbol materials	Purchase appropriate software and training in production of symbol materials, including Widgit.	School to respond immediately to needs of pupils requiring pictorial support materials	Autumn 2023 – Summer term 2024	Widgit has been purchased and all staff able to access it.
Long Term	To maintain above practice and review on annual basis	Continue to ensure licenses are maintained to access resources. Staff training as and when needed.	Information available for parents/carers and pupils in a variety of formats	2024- 2025	Target achieved. Licenses are maintained and ongoing staff training. To further development use of AI technology.

