



Furzeham Primary School Accessibility Plan Review - Autumn 2018

This Plan should be considered in conjunction with the Disabilities Equality Plan for 2015-18 and the Equal Opportunities and Diversity Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

The Disability Equality Act of 2010 imposed new duties on schools to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, ethnicity, gender, religion and belief and sexual identity. This accessibility plan is part of the duties under the 2010 Act. It sets out the proposals of the Governing Body of the 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;
- ❑ improving the environment and safety of the school by making reasonable adjustments to increase the extent to which disabled pupils and other visitors 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: February 2015 To be annually reviewed at the Spring FGB meeting.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

The purpose and direction of the school's plan: vision and values

- At Furzeham School, we believe that all children are entitled to the best possible all round education, so that every child can be the best that they can be
- We design our curriculum in such a way that children learn from real and exciting experiences in the most enjoyable, stimulating, and nurturing environment.
- We celebrate all kinds of achievement at our school, trying our best to recognise and reward the unique qualities of every child and adult in it
- We promote safe, healthy lifestyles

We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We celebrate the individuality and diversity of all of our children, irrespective of ethnicity, attainment, age, disability, gender, sexual persuasion or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;

- ❑ children with special educational needs;
- ❑ gifted and talented children;
- ❑ children who are at risk of disaffection or exclusion;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

At Furzeham School, our current pupil role includes a wide range of children from different backgrounds and cultures, with varying needs and abilities:

- We have one child who has Cerebral Palsy. He uses a wheelchair and a walking frame and requires physical adaptations to some of the facilities. He requires specialist care, physiotherapy support and staff trained to be able to deliver this. He also has access to additional PE equipment and specialist PE planning so that he can fully engage in activities.
- We have some children with motor control difficulties who require specialist seating, writing slopes, modified writing equipment and access to computers or laptops.
- We have several children who have Autistic Spectrum Conditions or Asperger's Syndrome, who require specific and structured approaches to some activities, especially those of a physical and social nature. This may or may not include additional supervision at less structured times such as playtimes. Some also require a quiet safe place to go to and risk assessed personal behaviour plans, to ensure their safety and that of others at times of high risk. An adaptation to the physical environment to prevent them from leaving the premises is also needed.
- We have a child with Tourette's Syndrome who may need a personal quiet space at times.
- We have some children with Attention Deficit Conditions who may need medication, monitoring and modification of the curriculum or teaching style.
- We may have a child and we admit more children with diabetes who may require specialist support or monitoring.
- We have one child with neurofibromatosis (fibromas form around the nerve endings and can cause a range of difficulties) Adaptations may need to be made for a variety of physical needs as his condition advances. His learning is also likely to be affected.
- We have several children with speech and language conditions, some of whom have long term needs. They require specific speech, language and communication programmes, specialist support and additional teaching.
- We have children with different degrees of hearing impairment who may require specialist hearing equipment and thoughtful positioning in class and at community times.
- We have children with a wide range of other needs who require either adaptations to the presentation or delivery of their learning/work, including, dyslexia (one child with Merles Erlin), moderate learning difficulties (Special school outreach support), gross and fine motor skill difficulties (Occupational Health and specialist equipment).

- We have several children who for many of the above reasons need a quiet, safe, or relatively isolated place at certain times in order to help them become calm and then re-integrate into classroom activities or for physiotherapy or for speech therapy.
- We have children with attachment disorders or significant emotional needs who require a THRIVE or other pastoral programme and a place to go to engage in this and access to trained support.
- We have several children who would benefit from an indoor environment that could be accessed at lunchtime or playtime to develop social skills and some children with emotional/behavioural difficulties that need access to an environment where they can explore and develop their emotional literacy.
- We have children with specific toileting needs arising from their conditions who need adaptations to regular toileting facilities.
- We are striving to establish a parental support/family support learning base where adults and children can come together to address pastoral issues or other home related circumstances in order to provide the best life chances for the children of hard to reach families.

We collect information prior to transition into the nursery at the initial meetings or when home visiting in order to be prepared when the children arrive in school. When necessary we work with the portage service or visit other placements where the child attends, to gain information. We also support other settings on their transfer from us. We are considering places for two year olds.

We have in-depth discussions at transfer if children move from other schools and a swift response/assessment policy.

We hold termly multi-agency meetings when the Headteacher, SENco, professionals from Health , the local police service, Educational Psychology service and Link professionals all come together to share useful information and plan.

We have published a 'Local Offer' which explains to parents of SEN what the school is able to provide in terms of provision, resources, interventions or assistance.

We liaise with parents and offer support to them to ensure we provide the right care for their needs- referral to SENDIAS or other parenting liaison support. We also provide readily available information leaflets offering a variety of information or sign-post to support.

Parents and children are fully engaged in the process of completion or review of Educational Health Care Plans

We access specialist training in order to develop the best understanding of their needs and conditions.

Challenges specific to our school

Our main school building was built in 1889. The majority of our KS2 provision is on the top floor of the building, there is access to this floor via a lift.

The general condition of the stairwells and handrails in this part of the school is barely adequate and the old heavy doors do not easily afford independent safe access to some of the KS2 classrooms for a physically disabled person, however we are currently engaged in an extensive repairs and maintenance project and wherever we can, adaptations will be considered and put in place.

Disabled access to the South Furzeham side of the building incorporates suitable ramping, some basic signage and an external disabled lift.

We have an electronically activated front door.

General access to the building is adequate; however there is one room which is not accessible by wheelchair.

Our main hall ceiling is very high and also some classroom ceilings and the acoustics are not conducive to a relaxing environment or for ease of listening, however it is planned that within the next year a refurbishment project will replace the tiles and lower the ceilings.

It is difficult to travel from one side of our site to the other, and personal evacuation plans are in place for physically disabled pupils in case of a fire or other emergency. We have radio-mics to help with this. Movement of parents and children at the start and end of the day in the main entrance area is very busy and therefore this needs to be carefully planned for disabled children and adults.

Access to the Children's Centre is via an internal lift, but to get there from the main school would necessitate leaving and then re-entering the school site or going through the nursery. This building is used for our Breakfast and After School clubs.

More suitable covered seating would be beneficial in the outdoor area.

Access to fresh water is limited to an external fountain which needs replacing.

Furzeham Green, a large council owned grassed area to the front of the school is used extensively for sporting, social and curricular activities. A small road separates the school from the Green. For children and staff who may take more time to cross the road, the present safety arrangements are inadequate unless 1-1 support is given. This could potentially put staff and children in an unsafe situation. A small barrier that could be temporarily employed whilst disabled people were crossing the road and could significantly minimise the risk and improve accessibility, however this does not seem acceptable to Highways/Council.

Our internal computer networking system has been upgraded in order to offer the access to information that we would like parents and children to have although it continues to be erratic and inadequate at times due to cabling issues. This is a long term project and potentially very expensive. We purchase IT equipment or apps specifically to meet the learning needs of some children.

There is a specially adapted physio-therapy room which is also used for THRIVE and other support sessions and as a pastoral base.

There is a recently upgraded disabled toilet and shower with sufficient access for wheelchair users.

The SENCO has a designated office where she can meet privately with parents and children.

We are the only school to serve the population this side of the town and we expect to maintain our numbers in relation to the other schools (predicted 32 children to enter the Reception class in September 2015). We are almost up to our planned admissions number PAN of 40 per year group plus nursery places which means a busy environment. We also experience a relatively high level of transience which means we constantly need to re-evaluate our provision.

How information about accessibility is disseminated, collected and the views of those consulted during the development of the plan

All people consulted, value the ability of the school to cater for the differing needs of pupils. At statementing or Educational Health Care Plan ECHP review meetings, no concerns have been raised concerning the school's capacity to do this in the future, however the physical constraints of our Victorian building pose many challenges and need to be considered carefully prior to the admission of every child.

Termly Special Needs and Headteacher reports to governors outline the achievements and challenges for our SN, EAL and Looked After children and also refer to our local offer and the governors produce their own SEN report to parents.

A termly planning meeting with our SEN Link Professional and Educational Psychologist and Statement and EHCP review meetings, give opportunity to review provision and accessibility to the curriculum for SN children.

Target Tracker data provided by all class teachers contributes to our overall assessment of general and specific needs and this is reviewed by the curriculum leaders, and the Senior Leadership Team. This is also reported back to the Curriculum and Standards Committee of governors along with any racist, bullying or behaviour issues of particular note.

Children are consulted when receiving pastoral support, preparing Personal education Plans PEPs and Individual Support Plans and at Statement or EHCP reviews and our active school council and breakfast club children's council, discuss any issues raised by any and all pupils relating to accessibility (i.e planning of new outdoor environment, establishment of noticeboard for children).

Questionnaires are completed annually to ensure the views of parents are considered. It is planned to set up a stakeholder user group.

Careful transition is planned and the views needs of parents and children are taken into account.

The main priorities in the school's plan (increasing the extent to which disabled pupils can participate in the school curriculum)

Currently all children with disabilities are fully catered for in the school curriculum. Our Statemented and School Support children have an appropriate level of support and have access to a trained individual at all times of particular need. They participate in all lessons, visits and trips and have additional 1-1 support for lessons such as PE etc if required.

For children with visual difficulties, or dyslexia related conditions, we provide enlarged text, blue background IWB slides if needed and ensure that children are seated to ensure maximum access in the classroom/hall.

For children with posture and motor control difficulties specialist seating and adaptations to the classroom layout/organisation are made.

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

We currently have no profoundly deaf pupils in our school but we have several children who need to be seated near to the teacher or whiteboard and require clear unimpaired line of sight in order to access some or part of some lessons and . Some children require a particularly quiet or calm environment in order to allow them to function optimally.

We have created a safe environment for emotionally challenged children and one where we can develop THRIVE and Social and Emotional Aspects of Learning SEAL provision to meet the needs of our most vulnerable socially needy children. This ties in with our whole school SEAL activities.

Our extended provision, right from the age of three needs to be maintained.

Increasing the extent to which disabled pupils can participate in the school curriculum.

Within the rolling programme of curriculum policy review and school improvement, ensure that policies relate to disabled pupils and the outcomes in the Every Child Matters Agenda.

- Draw on the expertise of external agencies to provide specialist advice and support for staff to apply. Professional Development needs are considered and planned for by the SLT
- SENCO to have an overview of the needs of disabled pupils and those interventions/ strategies which have already taken place and to evaluate the impact of such.
- Ensure there are high expectations at all times- monitored by SLT at pupil discussion interviews with phase leads and at Appraisal Review meetings.
- Ensure there is appropriate deployment and training of learning support staff especially with regard to disadvantaged, SEN and Pupil Premium children.
- Share successful practice within the school and network with others such as the Torbay Teaching Alliance.
- Explore jointly funded access to services (We currently buy in Link Professional and Educational Psychologist time £5,000 and additional Primary Mental Health support and additional Social Work support)
- Ensure disabled pupils have access to all extra-curricular activities. Explore approach to outdoor learning.
- Investigate providing handbook and letters in audio and Braille format if this became necessary
- Provide coloured paper and adapt whiteboards for pupils who may use this to improve access to printed materials.
- Ensure examination conditions are considered and appropriate measures are taken to ensure maximum access, such as rest breaks and additional time.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Ensure that any planned extension and remodelling of the school increases accessibility and addresses priorities identified in the accessibility audit.
- Include accessibility in the School Development Plan.
- Ensure any repairs and replacements to fixtures and fittings increase accessibility.
- Ensure that colour contrast throughout the school is improved within the rolling programme of redecoration.

Specifics needed within the time frame of the plan, taking into account the children that we presently have on roll:

- ✚ Adaptations to some doors to enable them to be opened independently by a child with a frame or wheelchair or to be magnetically held open
- ✚ Vision panels installed in some doors so that children accessing some areas can be seen and therefore safe when they are doing so
- ✚ Adjustable computer workstations and chairs which can be adapted according to the height and requirements of disabled children
- ✚ External shelter from heat, damp and other extremes of temperature at times when the outside environment is being used
- ✚ Create disabled access to 'drama' hall classroom

- ✚ Lower ceilings and consider floor coverings to help reduce distracting noise

Access Plan: Part 1

Increasing access for disabled pupils to the school curriculum and ensuring their safety at school

Target	Action	Resources	Outcomes	Time
Review school vision and values statement.	Vision and values to be reviewed by staff, governors, pupils and parents, through meetings and letters.	Time: staff meetings, governors' meetings, school assemblies, school council meetings and consultation with parents.	School vision and values statement is relevant and up to date and reflects the school's commitment to removing barriers to learning.	Spring 2016 and annually
Update curriculum and general school policies and disability equalities policy	Within the rolling programme of policy review, ensure that policies relate to disabled pupils and the five outcomes in the Every Child Matters agenda.	Time: staff meetings, governors' meetings, consultation with parents.	Policies reflect the school's commitment to removing barriers to learning.	2016-18
Access external services to support disabled pupils.	Plan, fund and access external services for advice and support as required. Meet regularly to evaluate impact.	Time: for staff to liaise with specialists Cost of buying in to services approximately £9,000 Financial: purchase of specialised equipment.£5,000	Disabled pupils have their needs met in an empowering inclusive environment and staff are well trained and prepared by providers.	2015-2018
Provide training for staff.	Staff attend relevant courses, SENCO to have an overview of the needs of disabled pupils. Share successful practice within the school and with partner schools.	CPD costs within TTA or additional (£5,000 pa TTA)	Staff are deployed effectively and have high expectations of disabled pupils.	2015-2018

Develop a range of learning resources.	As resources are updated, ensure they will meet the differing needs of pupils.	Cost of new resources and materials. £5,000 pa IT	Students with disabilities have access to appropriate curriculum materials.	2015-2018
Increase THRIVE, Mind-up, pastoral and PSHE provision and expertise and parent link base	FT Dedicated pastoral support person Additional accredited THRIVE practitioner PSHE policy takes into account pastoral support and Develop Learning base to include appropriate resources Train staff	£14,000 pa £5,000 Staff management time £2,000 pa	Emotional and pastoral needs of the pupils are met.	2015-18 2015-16 2015-16 2015-18
Ensure all pupils' mental health is monitored and any concerns are picked up and acted upon speedily	Roll-out Mind-up programme Develop Mental Health policy Raise awareness of staff and support them Plan support to meet needs Work with Primary Mental health service and CAMHS and Young Carers service	£3,000	External factors or previous life experience issues which may impact on the mental well-being of children are known, planned for and addressed so as not to impact on future life chances.	2015-18
Develop pupils' understanding of disability issues.	Include disability issues in PSHCE lesson planning. Books and materials reflect a cross section of society.	Cost of new resources.	Pupils provide a supportive environment in which disabled pupils are accepted.	2015-2018
Review and revise behaviour and related policies and practices and relate to Pupil Premium expenditure	A clear, accurate picture of the whole child and the impact of any disabilities on their progress is accessible and understood. Target Tracker tool is used as a live record. SLT can then plan to target resources efficiently. Child's Journey and Behaviour Threshold materials and pupil voice information is used cohesively Risk assessments and behaviour programmes are revised regularly	Annual cost of TT programme £2,000 Management time to cross-reference practice and create overview record	Maximum value for money is derived from the targeting of resources and impact is closing the gap for any disadvantaged pupils (in-school and in comparison to National)	2015-2018

Access Plan: Part 2

Increasing access for disabled pupils to the physical environment of the school and ensuring their safety

Target	Action	Resources	Outcomes	Time
Secure the environment	Modify exit to front of school such as adding additional swipe system or electronic gate	£2,000 swipe £15,000 electronic gate	Risk assessment is adequate to maintain safety Modifications allow for staff intervention, and cooling down time and make the environment generally safer	2015-16
Corridors/doorways	Consider alterations to doorways to make classrooms and other spaces more accessible and visually clear and safe. Review ironmongery & kick plates within programme of repairs. Review fire exits for disabled pupils. Doors to KS2 boys toilet, disabled toilet and physiotherapy area are held open magnetically and linked to the fire alarm system.	£5,000 LA identified funding for electrical work	All areas of the school are accessible.	2015-18
Access to upstairs of main school	Carpet stairs to improve visual discrimination for visually impaired children, deaden noise for hearing impaired and improve safety, replace handrails on stairwells	£20,000 (part of LA project)	Mobility is improved and is safer	2016
Outdoor environment	Provide suitable furniture and sheltered area for use during outside activities Provide access to natural learning environment especially growing and exploration area Develop Foundation Stage area to promote gross motor activities and school learning characteristics	£3,000 £1,000 £5,000	Outdoor classroom/environment can be accessed at all times regardless of the weather or availability of 1-1 support opportunities for positive playtimes are maximised	2016 2015-16

Improve acoustic aspect of the whole school	Lower ceilings or replace tiles with acoustic tiles	£40,000	Part of LA refurbishment project	2015-16
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Access Plan: Part 3 Communication with parents and disabled pupils

Target	Action	Resources	Outcomes	Time
Emotional support/parental support	Develop meeting place for parents to work alongside staff	£2,000	Children's Centre is re-purposed to promote parent partnership area for children's learning and opportunity to explore and address emotional issues which might affect self-esteem and ability to access social curriculum Governors are aware of parental opinions and ideas	2016
	Develop stakeholder support group	Governor time		2015-16
	Staff are supported emotionally in relation to any aspect of their role	HR Service Level Agreement counselling facility		2015-18
Make information more accessible to pupils and parents with disabilities	Establish a method of providing electronic access to essential information remotely (homework, practical information, learning support ,materials)	£2,000	Pupils and parents have greater access to information in alternative formats.	2015-18
Create access to drama/music hall	Either a stannah lift on the stairs or a disabled ramp and relocation of entrance to drama hall	£10,000	All disabled people are able to access curriculum and social events taking place in the drama/music hall	2016-18

This plan is reviewed annually by the governing body and re-issued every three years (see Annual cycle)

Signed
Headteacher

Date

Chair of Buildings/Premises Committee

Date