

Non-Statutory (3 years)

Written by SLT

Next review : Summer 2019

FURZEDOWN

**(Premises and Extended
Provision)**

ACCESSIBILITY POLICY

INTRODUCTION

- Under the SEN and Disability Act 2001 the Governing body of Furzedown School is required to deliver these duties towards disabled pupils:
- 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
- This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in these areas of planning:
- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve 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
- The school's accessibility plan is to be resourced, implemented, reviewed and revised as necessary and reported on annually. Relevant sections of the School improvement Plan shows how the school will address the priorities identified in the plan.

STARTING POINTS

1A: The purpose and direction of the school's plan: vision and values

School Vision

- We continue to strive to raise standards across the school for each child, but also strive to give all children a well-rounded curriculum, with subjects being integrated where possible.
- Children must have opportunities to achieve their potential in a wide range of creative activities and experiences inside and outside school.
- We have special focused weeks to encourage creative opportunities.
- We endeavour to teach in a wide variety of styles and to teach the children how to think. All children are happy, challenged, and valued.
- All staff to have a good work-life balance and are happy, motivated and valued.
- Furzedown has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.
- Furzedown commitment to equal opportunities is driven by the National Curriculum Inclusion statement.
- The school sets suitable learning challenges, responds to pupils' diverse needs, overcomes potential barriers to learning and assessment for individuals and groups of pupils, aims to identify and remove barriers to disabled pupils in every area of school life.
- Furzedown makes all children feel welcome irrespective of race, colour, creed or impairment.

1B: Information from pupil data and school audit

This section aims to demonstrate the presence, participation, and achievements of disabled pupils.

- The presence of disabled pupils in the school and the patterns of their participation in the life of the school are detailed in the school SEN provision map and whole-school provision map
- The school has considered its strengths and weaknesses in working with disabled pupils :
- There are no areas of the curriculum to which current disabled pupils may have limited or no access.
- There are no parts of the school to which current disabled pupils may have limited or no access.
- All children on the school disability register choose and participate in extra-curricular activities
- School practices and procedures are completed with an awareness of current disabled children in the school, particularly in learning and teaching, behaviour and anti-bullying policy, risk assessment procedure, time-tabling, the administration of medicines.
- Analysis of end of year and of Key Stage outcome data should include a focus on children with special needs.

The school has set the following priorities in respect of consultation on the plan:

- Annual analysis of outcome data for SEN.
- Annual analysis of children's achievement and participation in relation to spiritual, moral, social and cultural objectives (SMSC).

1C: Views of those consulted during the development of the plan

The plan is informed by:

- the priorities of the local authority.
- the views and aspirations of the parents

The school has set the following priorities in respect of consultation on the plan:

- Regular whole-school newsletters
- Support/advice for parents encountering problems.

THE MAIN PRIORITIES OF THE PLAN

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

- The aim of this accessibility plan is to go beyond the basic principles of three-level differentiation and respond to the fact that, *for pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary (QCA, 1999) 1.*

This section shows how, over time, the curriculum will become more accessible.

The school has set the following overall priorities for increasing curriculum access:

- A planning meeting will be completed at the beginning of each academic year between class teacher and the SENCO to discuss the Accessibility plan to plan for the needs of any child on the school Disability register to produce an individual access plan for that child
- Where necessary, arising from these meetings, school will seek support from parents, support services, and other agencies to inform the development of the access plan for these children.
- Termly Curriculum review meetings and reviews of the School Improvement Plan will contain a consideration of curriculum access issues relating to the access of children on the school disability register, and the availability of disabled role models, the representation of disabled people in books and teaching materials and the inclusion of disability issues in the curriculum
- Monitoring of access to extra-curricular activities clubs, residential trips etc, through whole-school provision mapping
- Lesson observations will include a focus on access for SEN children
- Monitoring of TA support to enable inclusion of children with SEN

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school has set the following overall priorities for increasing curriculum access:

- Wheel chair access to all areas.
- All classes to have a Sound field system
- All external doors to have door closers to stop slamming.
- Improvements to toilets, washing and changing facilities

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The school has set the following overall priorities for increasing curriculum access.

- Large print and audio formats as required (Visually Impaired support – reading books in large font, Maths No Problem scheme)
- Different colored backgrounds – screens, different coloured paper for general work.
- Home / School pack for students and ASD spectrum and students with communication difficulties.
- Homework information available as information sheets in alternative formats when requested.
- Use of symbol software.

MAKING IT HAPPEN

3A: Management, coordination and implementation

The school accessibility plan will be fully integrated into the School Improvement Plan, Professional Development Plan, SEND policy, Asset management plan and Health and Safety Policy.

- The school accessibility plan will, where appropriate be co-ordinated with the local authority accessibility plan, social services, relevant health agencies
- The Governing Body takes responsibility for the school accessibility plan
- The Access plan will be reviewed and revised annually by the SLT and the Governing Body
- The review will use the school provision mapping system, children's individual access plans, outcome of data set monitoring, and the priorities in the School Improvement Plan, childrens parents are consulted during the process of drawing up their IEP.
- The Access plan will be available to all children, staff, and parents to contribute to the review process at any time.

The school has set the following overall priorities for increasing curriculum access:

The school accessibility plan will be fully integrated into the:

- School Improvement Plan
- Professional Development Plan
- SEND policy
- Asset management plan
- Health and Safety Policy

3B: Getting hold of the school's plan

- The School Accessibility plan is available on the School Website so that parents and children may have access to it.
- The School Accessibility plan will be available as a paper copy to which any child, parent, or outside agency may have access.