

## **Falconbrook Accessibility Plan 2015-2018**

We at Falconbrook want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. 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.

### **Purpose of Plan**

This plan shows how Falconbrook Primary School intends, over time, to increase the accessibility of our school for pupils with disabilities, staff, parents/carers and visitors.

### **Definition of disability**

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

### **Areas of planning responsibilities**

Increasing access for pupils with disabilities to the school curriculum (this 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 access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to pupils with disabilities (this will include planning to make written information that is normally provided by the school to its pupils, available to those with disabilities. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

### **Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities.

We have a small number of pupils who have a hearing impairment.

We have two children with epilepsy and one child with Leukaemia

### **Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

## Falconbrook Primary School Accessibility Plan 2015-18

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for differentiation and recording methods	From September 2015 & On-going and as required	SENCO & SLT (Teaching & Learning Team)	Raised staff confidence in strategies for differentiation and increased pupil participation Pupils make good progress
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Training in: Rapid Reading Rapid Maths Lego therapy	As required  September 15 ongoing	SENCO	Raised confidence of support staff Pupils make good progress
Ensure all staff are aware of children with disabilities curriculum access	Set up a system of individual access/care plans for disabled pupils when required. Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEND resources in classrooms Pupils make good progress
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/ & School Trips Leader	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE Lead	All to have access to PE and be able to achieve

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We monitor our use of resources and adapt and amend in response to identified needs. The schools development planning process is the vehicle for considering such needs on an annual basis

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	As required Induction and on-going if required Annually Recruitment process	SENCO Headteacher Subject Leaders (as relevant)	IEPs/Care plans in place for pupils with disabilities and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Ensure access to reception area to all	Improve access to reception area during any re-design Develop system to allow entry for wheel chair users	Consider in any new development 2015	Premises Manager Headteacher Business Manager	Disabled parents/carers/v visitors feel welcome
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Premises manager	Visually impaired people feel safe in school grounds

Target	Strategies	Time-scale	Responsibility	Success criteria
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI service on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	Computing Lead	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	Hearing impairment service  SENCO	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school with wheelchair access are available for use and are known to all	On-going and as required and as appropriate Weekly	LA Site Manager	All disabled staff, pupils and visitors able to exit the building safely and independently

### **Improving the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	Headteacher Office staff Computing lead	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Admin Team	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2015	Headteacher	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required Currently being provided for parent	SENCO	Pupils and/or parents feel supported and included

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	September 2015 Ongoing	Computing Leader	All can access information about the school