



Falconbrook Primary School

# Accessibility Plan

Based on WBC model policy

Updated November 2021

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## 1. Aims

This plan is based on a model Accessibility Plan for schools on The Key for School Leaders.

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.

## 2. Vision and Values

### Vision

#### **Respect – Care – Aspire**

We want Falconbrook to provide a caring, safe, and inclusive environment which supports creativity and encourages the aspirations of our children and our community.

We want our children, our staff, and our communities to develop and achieve – constantly learning, reflecting, and innovating so that we are delivering our best, and our best keeps getting better.

### Values

- Respect, so that our children, our families, and our staff feel safe and welcome.
- Equality, so that differences are embraced, and everyone is included and celebrated.
- Kindness, so that Falconbrook is a place where everyone feels safe, nurtured, and happy and enjoys making others feel the same way too.
- Honesty, so that our children know the importance of being trustworthy, reliable, and fair.
- Responsibility, so that our children demonstrate the right learning and social behaviours, and make a positive contribution to their families, community, and society.
- Determination, so that everyone thinks with a growth mind-set and does not give up even when things get hard.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, and governors of the school.

### **3. Building Restrictions**

Falconbrook is based in a four storey Victorian building. There is no lift and without step-free access only the ground floor is accessible by a wheelchair. There is also an adult toilet with wheelchair access on the ground floor

### **4. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.' The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives & Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Provide access to the curriculum for all pupils with a SEND	<p>Our school offers an inclusive curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a SEND.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils and fits the school's equalities agenda.</p>	<p>Review curriculum and resources annually to ensure content and resources reflects and represents all pupils including those with SEND</p> <p>Termly Pupil progress meetings include monitoring of progress for all SEND learners, supported by the SENCo (Special Educational Needs Coordinator)</p> <p>Individualised targets set for SEND pupils and monitored by SENCo twice yearly.</p>	<p>HT DHT SENCo Senior Teaching &amp; Learning Team</p> <p>All teaching team</p>	<p>July 2022 (initial review &amp; updates completed)</p>	<p>Curriculum and resources will meet the needs and interests of all pupils including those with SEND.</p> <p>All pupils including those with SEND will be able to see themselves, and people like them represented across the curriculum / topics and resources including books.</p> <p>SEND will make at least typical progress and / or meet IEP objectives according to their specific learning needs.</p>
Extend and secure in-class universal SEND provision, in line with the whole school	<p>An inclusive approach to teaching and learning is being</p>	<p>As result of successful pilot (20/21) facilitate sharpened</p>	<p>SENCo Snr T&amp;L Team</p>		<p>Fewer children will require provision different from or additional to that normally available to the whole class.</p>

<p>approach to inclusive teaching and learning.</p>	<p>further developed and secured at Falconbrook.</p> <p>Successful pilot (20/21) has secured use of specific (SEN (Special Educational Needs)) S&amp;L and OT (Occupational Therapist) (fine and gross motor) strategies into whole class teaching practice.</p>	<p>identification of individual SEND need (pupil level).</p> <p>Further develop teacher directed in-class (catch-up) support for identified non-specific SEND pupils through PPM (pupil progress meetings) cycle.</p> <p>Increase opportunity for pre- and post-teaching delivered in class by TST, under direction of CT</p> <p>Link above to analysis of pupil progress (PPMs (pupil progress meetings))</p>	<p>HT DHT</p>		<p>Common functional difficulties will largely be remediated through whole-class teaching.</p> <p>Class-teaching will incorporate a range of Speech and Language led approaches, strategies, and adjustments.</p>
<p>Establish SEND Base for whole school specific SEND provision for SEND Support (K) and above (EHCP)</p>	<p>Range of targeted SEND interventions delivered by staff trained via visiting specialists; SENCo and external training opportunities.</p> <p>Snr SEND TA (Teaching Assistant) - experienced and training in ASD (Autistic Spectrum Disorder) / SLCN (Speech Language and Communication Needs).</p> <p>LA (Local Authority) literacy and numeracy specialist support provide intervention for identified pupils and training for TST (Teaching Support Team)</p>	<p>Secure role of Lead SEND TA to work alongside SENCo and establish SEND Base Team.</p> <p>Specialist / external training provided for Lead SEND TA (relevant to identified SEND learners' needs)</p> <p>Establish delivery of specific top-level interventions (timetable) by Lead SEND TA</p> <p>Extend specialist / external provision.</p> <p>Introduce and secure in-class ASD &amp; SLCD support</p>	<p>SENCo</p>		<p>Interventions will be delivered efficiently, consistently and to a high standard.</p> <p>Outcomes set in SEND care-plans/Individual Education Plans will be met or exceeded.</p>

	<p>in delivery intervention support for SEN learners.</p>	<p>by Lead SEND TA (EYFS &amp; KS1 (Key Stage 1))</p> <p>Extend provision to support &amp; advise staff working with SEND learners (SENCo surgery/formal meetings &amp; Lead SEND TA in-class modelling)</p> <p>Extend provision to support development of physical and sensory skills development.</p> <p>Improve SEND Base environment &amp; raise funds to support this.</p> <p>Monitor &amp; evaluate SEND provision and impact on pupil outcomes – consider next steps.</p>			
<p>Develop &amp; secure staff expertise in EAL (English as an Additional Language) provision</p>	<p>Inclusive curriculum incorporates use of images/actions as standard.</p> <p>Reading material in the school library includes dual-language books.</p> <p>Home visits are made before children start Nursery or Reception Headteacher meets with families before new children start.</p>	<p>Refine EAL (stages of Eng) assessments – secure consistency.</p> <p>Upgrade resources / SoW to meet current identified needs.</p> <p>Align EAL practice with inclusive practice at FB</p> <p>Staff training</p> <p>Sharpen and secure pre teaching for pupils with early acquisition of English</p>	<p>SENCo</p>	<p>July '22</p>	<p>EAL assessment conducted for all new arrivals.</p> <p>Induction support in place to support early acquisition of English as needed.</p> <p>EAL / new to English supported to access full curriculum</p> <p>Staff confident in supporting EAL / new to English learners in class</p>

	Format in place to distribute information to all staff re background and EAL status of all pupils.				
Improve pupil voice for children with SEND	SEND pupils included in School Council	Inclusive ethos which is put into everyday practice.	DHT	Ongoing	SEND Pupils represented on School Council
Further develop staff understanding of cognition and learning difficulties and develop awareness of how to effectively support specific learning and physical needs both inside and outside the classroom	EP (Educational Psychologist), literacy & numeracy specialist teachers advise and work closely with teaching staff & TST – bespoke advice and training.	<p>Staff training programme (annual or bi-annual) to include:</p> <p>Widget training</p> <p>ASD (Autistic Spectrum Disorder) awareness and understanding</p> <p>Occupational Therapy – recognising needs and how to meet these.</p> <p>Speech and Language – an overview of the basics and how to support effectively. (Specialist intervention as required)</p> <p>Dyslexia – awareness, understanding and how to support.</p> <p>Dyscalculia - awareness, understanding and how to support.</p>	SENCo SLT (Senior Leadership Team)		Staff have knowledge and understanding of neurological differences. They are confident to make appropriate adjustments to accommodate and harness these differences.

		Supporting medical needs policy & practice (bespoke as needed) Supporting physical needs (bespoke and as needed)			
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Children's and Families Committee.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Equalities Information and Objectives
- Curriculum Framework
- Health and safety policy
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy
- Behaviour Management policy
- School Development plan
- Anti-Bullying Policy
- Teaching & Learning Policy
- Early Years Policy
- SEND Information Report

## **Baseline Audit**

### **Curriculum:**

Information obtained on future pupils to facilitate advanced planning gathered by ensuring that:

- a home visit is carried out to all pupils entering the Early Years Foundation Stage (EYFS) as well as gathering information from previous settings.
- Well established procedures for the identification and support of pupils with Special Educational Needs & Disabilities (SEND).
- Detailed pupil information on SEND pupils given to relevant staff and training provided.
- All SEND pupils have their own Individual Education Plan (IEP) / SEND Care plan.
- Termly pupil progress meetings with class teacher, SENCO (Special Educational Needs Coordinator), DHT and Senior teachers.
- Effective working relationships with external agencies.
- Interventions for identified pupils delivered by trained staff.
- Widget used throughout the school.
- SEND budget to purchase specialist resources.
- Access arrangements for assessments.
- Inclusive curriculum to enable all pupils to feel secure and make progress.
- Risk assessments are carried out for all educational visits.
- Behaviour support plans or Individual risk assessments are put in place for identified pupils with a high level of need, as necessary.

### **Physical Environment:**

- Ramps could be added to allow wheelchair access from playgrounds to the ground floor
- EYFS accessible to wheelchairs (with ramp above) on the ground floor
- A toilet with wheelchair access is available on the ground floor.
- Nappy changing available in EYFS on the ground floor
- The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments before developing the school site.
- The building does not have a lift. There is no wheelchair access beyond the ground floor.

### **Communication with parents:**

Admission procedures include discussion with parents where they are asked to inform us of their preferred way of communicating with school e.g., unconfident with written communication, hearing impairment, translation requirement. Practical support arranged internally, or externally as possible.