



Frome Valley First School Revised Accessibility Plan



This document provides a framework on which schools can base their arrangements for Accessibility Plans that are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Frome Valley First School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school¹ and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four years period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Frome Valley First School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. 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.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Equality Objectives (required from April 2012)
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - Asset Management Plan / Suitability Survey
 - School Brochure / Prospectus and Vision Statement
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The School Brochure / Prospectus will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. The Accessibility Plan will be published on the school website.
13. The Accessibility Plan will be monitored through the Governor SIC Committee
14. The school will work in partnership with the Local Authority (*and Diocesan Authority*) in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved _____

DATE _____

Review date _____

FROME VALLEY Accessibility Plan - 2013 to 2016: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT	Review (Nov '13)
To develop all teachers' and assistants' knowledge and understanding of a range of special educational needs such as Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Hearing Impairment, Visual Impairment.	Utilise the Inclusion Development Programme to train teachers and assistants in a range of additional needs.	All teachers and assistants are able to more fully meet the requirements of children's needs with regards to accessing the curriculum for children with speech, language, communication difficulties, dyslexia, autistic spectrum disorders.	2013-2014, Planned for staff meetings.	Increased access to the National Curriculum	<i>Two IDP programmes used this academic year through staff meetings.</i>
Access to the wider school curriculum is provided, taking into account the needs of all pupils.	The needs of all pupils are considered when staff arrange special events and theme days.	Staff liaise with the Educational Visits Coordinator when planning and risk-assessing off-site visits and residential trips (for Year 4).		All pupils are supported to achieve their full potential	<i>Ensuring 2 x children are accessing wider school curriculum this academic year including Yr 4 events. Have worked with Carey OEC.</i>
To deploy Teaching Assistants effectively to support pupils' participation.	Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff.	Summer Term 2013 (then reviewed annually)	All pupils are supported to achieve their full potential	<i>TAs were deployed for pupil needs in summer '12 and '12-'13 academic year, including revisions during the year with new children attending school with particular needs.</i>
Incorporate Disability Awareness Raising through PSHCE curriculum/ SEAL lessons/Citizenship Days.	Use lessons to open up discussions about individual strengths and weaknesses, stereotypes and prejudices	Whole school community aware of issues relating to disability discrimination.	September 2013	Society will benefit by a more inclusive school and social environment	<i>Citizenship days: Yr 4 linked to disability and anti-bullying in summer term.</i>

FROME VALLEY Accessibility Plan - 2012 to 2015: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT	Review (Nov'15)
To develop all teachers' and assistants' knowledge and understanding of a range of special educational needs such as Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Hearing Impairment, Visual Impairment.	Utilise the Inclusion Development Programme to train teachers and assistants in a range of additional needs.	All teachers and assistants are able to more fully meet the requirements of children's needs with regards to accessing the curriculum for children with speech, language, communication difficulties, dyslexia, autistic spectrum disorders.	2013-2014, Planned for staff meetings.	Increased access to the National Curriculum	<i>Staff have attended relevant training e.g developmental co-ordination disorder.</i>
Access to the wider school curriculum is provided, taking into account the needs of all pupils.	The needs of all pupils are considered when staff arrange special events and theme days.	Staff liaise with the Educational Visits Coordinator when planning and risk-assessing off-site visits and residential trips (for Year 4).		All pupils are supported to achieve their full potential	<i>The needs of individual pupils have been taken into account for wider school activities e.g. school play, school trips. We have also ensured that activities involving food ensure accessibility, including dietary requirements.</i>
To deploy Teaching Assistants effectively to support pupils' participation.	Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff.	Summer Term 2013 (then reviewed annually)	All pupils are supported to achieve their full potential	<i>TAs are deployed to support pupils 'needs. This is reviewed annually (or more frequently if required)</i>
Incorporate Disability Awareness Raising through PSHCE curriculum/ SEAL lessons/Citizenship Days.	Use lessons to open up discussions about individual strengths and weaknesses, stereotypes and prejudices	Whole school community aware of issues relating to disability discrimination.	September 2013	Society will benefit by a more inclusive school and social environment	

FROME VALLEY Accessibility Plan - 2013 to 2016: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT	Review (Nov '16)
To develop all teachers' and assistants' knowledge and understanding of a range of special educational needs such as Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Hearing Impairment, Visual Impairment.	Utilise the Inclusion Development Programme to train teachers and assistants in a range of additional needs.	All teachers and assistants are able to more fully meet the requirements of children's needs with regards to accessing the curriculum for children with speech, language, communication difficulties, dyslexia, autistic spectrum disorders.	2013-2014, Planned for staff meetings.	Increased access to the National Curriculum	<i>We have trained a new TA in Learn to Move.</i>
Access to the wider school curriculum is provided, taking into account the needs of all pupils.	The needs of all pupils are considered when staff arrange special events and theme days.	Staff liaise with the Educational Visits Coordinator when planning and risk-assessing off-site visits and residential trips (for Year 4).		All pupils are supported to achieve their full potential	<i>We check access for sporting activities as we have new coaches to teach specific sports skills.</i>
To deploy Teaching Assistants effectively to support pupils' participation.	Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff.	Summer Term 2013 (then reviewed annually)	All pupils are supported to achieve their full potential	<i>TAs are deployed to support pupils 'needs. This is reviewed annually (or more frequently if required)</i>
Incorporate Disability Awareness Raising through PSHCE curriculum/ SEAL lessons/Citizenship Days.	Use lessons to open up discussions about individual strengths and weaknesses, stereotypes and prejudices	Whole school community aware of issues relating to disability discrimination.	December '13	Society will benefit by a more inclusive school and social environment	

FROME VALLEY Accessibility Plan - 2013 to 2016: Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

No issues identified

FROME VALLEY Accessibility Plan - 2013 to 2016: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT	REVIEW (Nov '13)
Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need	<p>Communication audit by SALT</p> <p>Training on range of issues such as functional use of language, Signalong and managing SALT plans</p> <p>Other training as required</p>	Awareness of target group raised	2014-2015 academic year focus	School is more effective in meeting the needs of pupils.	
Improve communication for any hearing impaired member of the school community	To investigate installing a hearing induction loop in the school reception office area.	Pupils and parents who are hearing impaired will be better able to access verbal information from the school office area		Improved access of information for the hearing impaired	<i>A hearing impaired member of staff; children with hearing impairment (eg. glue ear) sit at front etc..</i>
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	as required	Delivery of information to disabled pupils and parents improved	<i>SENCO working with EAL parents this academic year. Polish speaking TA came to visit 2 x EAL children in Reception last academic year. Support from EMTAS for EAL child in preschool.</i>

FROME VALLEY Accessibility Plan - 2013 to 2016: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT	REVIEW (Nov '15)
Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need	<p>Communication audit by SALT</p> <p>Training on range of issues such as functional use of language, and managing SALT plans</p> <p>Other training as required</p>	Awareness of target group raised	2013-2014 academic year focus	School is more effective in meeting the needs of pupils.	<p><i>The school has worked on increasing awareness of SALT skills and our HLTA has been trained by SALT in delivering specific speech and language programmes.</i></p> <p><i>Staff trained on speech development through DASP INSET.</i></p>
Improve communication for any hearing impaired member of the school community	To investigate installing a hearing induction loop in the school reception office area.	Pupils and parents who are hearing impaired will be better able to access verbal information from the school office area	by Dec '13	Improved access of information for the hearing impaired	<i>the school has looked into this but feels that there is not enough need for this at the moment.</i>
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	as required	Delivery of information to disabled pupils and parents improved	<i>Our school website has a translation facility so that information can be translated into 80 different languages.</i>

FROME VALLEY Accessibility Plan - 2013 to 2016: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT	REVIEW (Nov '16)
Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need	<p>Communication audit by SALT</p> <p>Training on range of issues such as functional use of language, and managing SALT plans</p> <p>Other training as required</p>	Awareness of target group raised	2013-2014 academic year focus	School is more effective in meeting the needs of pupils.	
Improve communication for any hearing impaired member of the school community	To investigate installing a hearing induction loop in the school reception office area.	Pupils and parents who are hearing impaired will be better able to access verbal information from the school office area	by Dec '13	Improved access of information for the hearing impaired	
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	as required	Delivery of information to disabled pupils and parents improved	<i>The school ensured that there were systems for a dyslexic member of staff to listen to documents rather than read them.</i>