



Frome Valley First School Accessibility Plan (2022-2025)



1. Introduction

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways

This is our school Accessibility Plan.

2. School context

We are a small village First School in Crossways that serves the local community and surrounding villages. The school opened in September 2006 and is a single storey building with disabled access throughout the building.

3. Vision and aims

Our aim is for everyone at Frome Valley CE First School to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen.

We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

4. Objectives

At Frome Valley CE First School, all staff and Governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Communication Passports and Transition Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

5. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs Policy
- Supporting Pupils at School with Medical Conditions Policy

- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Child Protection Policy
- Health & Safety Policy
- Behaviour Policy

6. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy.

7. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Frome Valley CE First School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Local Authority and Multi Academy Trust in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be monitored annually by the Local Governing Body.

The Frome Valley CE First School complaints procedure covers the Accessibility Plan.

Approved by:	Local Governing Body
Date:	22.6.22
Monitoring Dates	July 2023 & July 2024
Review date:	April 2025

FROME VALLEY Accessibility Plan – Sept 2022 to August 2025: Improving the Curriculum Access

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal 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.

Current Good Practice				
<ul style="list-style-type: none"> The school has reviewed its curriculum based on cognitive science research and the best way to support children in learning knowledge and retaining it in their long-term memory. The school uses retrieval practice (Flashback Fives) to support Our HLTA is trained in supporting working memory and visual perception Our HLTA is highly skilled in implementing Speech and Language Programmes from SALT Staff trained to support a child with a specific medical condition. The school has 3 qualified Trauma Informed Schools (TIS) practitioners and all staff are trained on TIS practices. Two members of staff are Forest Schools Trained The school has a sensory room and staff are well trained in supporting children with sensory needs. 				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	Review (July 2025)
To support the mental health and wellbeing of pupils within the school.	Training a new ELSA for emotional support of individual children. Use of Hamish & Milo Resources to further support Trauma Informed Schools (TIS) approaches for individuals and groups of pupils.	Children are supported in their mental health and wellbeing to help them accessing the school curriculum	ELSA training (2022-2023) Hamish & Milo Resources from Sept '22	
To develop teaching and learning practices to support children with dyslexia or dyslexic tendencies.	Raised awareness by staff of dyslexia and dyslexic tendencies by training of staff (including teaching assistants). Creation of multisensory boxes in each class to support the teaching and learning of literacy skills. Classroom whiteboards are uncluttered. Use of modified resources in classes. To develop strategies for a dyslexia friendly classroom.	Staff are more aware of children demonstrating dyslexic tendencies (before diagnosis). Multisensory approaches for the teaching of reading and spelling.	Multisensory boxes in place for 2022-2023	
To use precision teaching for targeted small step progress.	Training of all teachers in precision teaching. Training of all TAs in precision teaching. LA training. Termly review of precision teaching	Children are supported to make small step progress.	Training of TAs in 2022-2023 Termly Staff Meetings	

FROME VALLEY Accessibility Plan – Sept 2022 to August 2025: Improving the Physical Access

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Current Good Practice				
<ul style="list-style-type: none">• The school is all on one level and there are disabled toilets.• Disabled toilets are fitted with a flashing red strobe light in case of an alarm.• There are spaces outside the classroom for calm areas if a child requires a calmer environment at times.• The school has a sensory room.				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	Review (July 2025)
<p><i>No current issues identified</i></p>				

FROME VALLEY Accessibility Plan – Sept 2022 to August 2025: Improving the Delivery of Written Information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. 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.

Current Good Practice				
<ul style="list-style-type: none">• use of social stories to support individual children• visual prompts for children to support learning and daily routines• support for parents in accessing documents and forms e.g. ordering lunch, printing out meal vouchers				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	Review (July 2025)
To improve access to written information for children with dyslexia.	Modification of amount of writing in printed material. Clear and legible format of written information. 3 x box worksheets. Reduce amount of writing required. Use of buff paper.	Children with dyslexia or dyslexia tendencies are able to access written information.	Teacher/TA training (Autumn 2022) Implementation (Spring 2023) Review (Summer 2023)	
To support parents accessing information and the accessibility of this information.	Review of written information given to parents. To invite a parents that struggle accessing information as a focus group to work with. To improve the accessibility of written information.	Parents can access written information and reasonable adjustments are made by the school to support this.	Review of written information (Summer 2023) Focus group (Autumn 2024)	
To develop the use of assisted technology	Review of assisted technology needs for the pupils in the school. Review of assisted technology that is available for pupils (text to speech in particular) Individual tablets for children with specific needs.	Technology used by all staff to support children in accessing written information.	2 x reviews (2022/2023) Training for staff (2022/2023) Implementation (2023/2024)	