



Frome Valley First School Accessibility Plan (2017-2020)



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

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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.

I 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 by Governors through FGB meetings.
- 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 – Sept 2017 to August 2020: 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.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	Review (Sept '18)
Use ICT software to support learning	Ensure software installed where needed. Review accessibility of ICT (including laptops and smart boards) Audit of ICT accessed at home in all classes. ICT links with community ICT training as required for staff.	Wider use of ICT resources in classrooms to support children. Pupils with SEND have access to ICT equipment whenever and wherever they need it.	2018-2020	
To improve accessibility of PE curriculum for SEN children	Complete the Inclusive Health Check from School Games. Differentiation within PE (SEN and UA tasks set). Change 4 life lunchtime club.(half a term) Use of coaches to support ideas for accessibility	All SEN pupils accessing the PE curriculum.	2016-2018	
To improve accessibility of accessing curriculum Visual perception (VP) /working memory WM)	Intervention groups for children identified with VP. Classroom strategies for all staff to use to support children (use of tablets/wider lines/where the child sits in the classroom/precision teaching) Training for all staff on VP and its impact.	Greater teacher knowledge of VP and WM Children supported through targeted intervention.	2017-2018	

FROME VALLEY Accessibility Plan - 2017 to 2020: Improving the Physical Access

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

No issues identified

FROME VALLEY Accessibility Plan - 2017 to 2020: 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.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	Review (Sept '18)
Communication with hard to reach parents	Initial identification of our hard to reach parents. Monitoring engagement for 2 terms. Strategy in place by September 2018. Greater use of reminder texts to support communication. Achievement for All	Improved communication between school and hard to reach parents.	2017-2018	
To ensure that all parents and other members of the school community can access necessary information.	How many are accessing Starters - Polish Initial identification of how parents prefer to access information (electronically or paper based) Starters – greater emphasis on accessing information. Information gathering at Starters on preferred language. Outside Bulletin Board to improve communication.	Improved accessibility of information by parents	2018-2019	
To make documents/information available in alternative formats	Identify children, parents and members of the local community who may need to access information in different formats. Large print and audio formats as required formats as appropriate. Registration form – to include if alternative formats are needs. Discussion at Starters. Review accessibility of newsletter and letters for parents. Monitor uptake of documents in alternative formats. Staff to be aware of children in class who require alternative format for information.	Greater identification of parents or children that need alternative formats.	2018-2019	