

Fetcham Village Infant School

Accessibility Plan

2022 - 2025

1. Policy Rationale

The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Views of those consulted during the development of the plan

Consultation will be a continuous process and FVIS will actively seek to consult with its community and in particular those individuals and representatives of those individuals who need additional support. This will be achieved through activities such as:

- Exit interviews/questionnaires with pupils, parents and staff leaving the school
- Consultation groups brought together for specific reviews
- Information sharing between infant and junior schools (with permission)

The plan will be informed by:

- ❑ the views and aspirations of disabled children and young people themselves;
- ❑ the views and aspirations of the parents of disabled pupils;

- ❑ the views and aspirations of other disabled people or voluntary organisations;
- ❑ the priorities of the local authority.

This Accessibility plan should be read in conjunction with the following school policies and documents:

- Equality Policy
- Behaviour Policy
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs and Disability Policy

Information from pupil data and school audit

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

For the purposes of the Act:

- ❑ substantial means neither minor nor trivial
- ❑ long term means that the effect of the impairment has lasted or is likely to last for at least 12 months (there are special rules covering recurring or fluctuating conditions)
- ❑ normal day-to-day activities include everyday things like eating, washing, walking and going shopping
- ❑ a normal day-to-day activity must affect one of the 'capacities' listed in the Act which include mobility, manual dexterity, speech, hearing, seeing and memory

For a full description, please refer to

http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001069

FVIS will carry out an assessment at least yearly to assess the following:

- ❑ Current pupil and staff disabilities paying particular attention to any changes (positive or negative) in the range or severity
- ❑ Disability range and severity of any potential future pupils by working with the staff of other pre-school settings and reviewing information on school admissions for the following academic period pupil intake
- ❑ An attempt will be made to see if we have gaps in our accessibility plan that may be affecting our wider community such as, for example, our parents or carers.

2. Vision

The purpose and direction of the school's plan: vision and values

At Fetcham Village Infant School (FVIS) our Values – based education empowers individuals to be the best that they can be.

FVIS has ambitions for ALL its pupils and the Governors and Staff are committed to removing barriers to the teaching and learning at our school. As part of this accessibility plan we will look for barriers and obstacles in:

- ❑ the physical environment of the school including potential school excursion locations,
- ❑ the delivery and execution of the curriculum
- ❑ the delivery and communication of all required information.

FVIS will then need to consider:

- ❑ Is it meeting the needs of its current school population?
- ❑ Will it be able to meet the needs of its future community?
- ❑ Do we need to adjust our accessibility plan?

The requirements of each disabled child or member of staff will be reviewed individually and support and advice will be sought from relevant sources such as parents, pre-school carers and other professional support services as well as the child or staff member themselves.

The results of the above assessments will only be made available to the staff directly involved in either general DDA planning on behalf of FVIS or involved with the teaching and learning of the pupils concerned.

School policies will be reviewed to ensure they are inclusive, and considerate of, current and known future requirements. Our Inclusion Statement can be found within all school policies.

For new pupils to the school, we will make every effort to arrange a tour of the facilities looking for potential physical issues that may restrict access to a particular area or facility at the school or hamper the teaching and learning of a pupil based on physical limitations.

Curriculum planning activities will take into consideration specific requirements either of the staff member involved in delivering the activity or the pupil taking part. If special arrangements need to be made to maximise the teaching capacity of the staff member or the learning potential of the pupil(s) concerned, then every consideration must be made.

Major premises or curriculum changes will be planned and managed through the School Improvement Plans.

When carrying out data analysis to determine successes or areas for development, the staff and governors at FVIS will look for positive and negative trends for its pupils with special requirements. Potential areas of weakness will be discussed and if appropriate, action plans will be developed, implemented and monitored.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Consider how the results of staff and pupil disability assessments can be incorporated into Curriculum planning activities
- Consider how we can determine any additional needs of the wider school community (parents and carers, school clubs etc.)

3 Current good practice

3a. Increasing the extent to which disabled pupils can participate in the school curriculum

- ❑ A focus on inclusive medium term planning
- ❑ Close and effective liaison with home and pre-school settings ensures that pupils' needs are known and planned for prior to their starting school
- ❑ A clear understanding of the end of Early Years Foundation Stage and Key Stage One attainment and progress criteria to ensure progress of all pupils
- ❑ High expectations
- ❑ Appropriate deployment of learning support
- ❑ Use of resources and teaching aids are employed as required, for example; visual resources and visual timetables, timers, check lists, sensory equipment such as writing slopes and fiddle gadgets
- ❑ Use of 'Quality First' Inclusive teaching and use of peer support
- ❑ The implementation of a sensory room in the early years setting with a focus on visual and auditory needs
- ❑ All children take part in school trips, unless this is against medical advice, with additional staffing provided as necessary

Disabled pupils are given access to the 'formal' 'taught' curriculum of the school, but also to activities in the interstices of the school day and beyond the school day, for example:

- ❑ Recreation
- ❑ Movement around the school
- Special events: sports days, visiting theatre groups or story-tellers
- ❑ Extra-curricular activities: breakfast clubs, after-school clubs

3b: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- ❑ Improvements to lighting, signage, colour contrast, the acoustic environment and floor coverings in the classroom or outside area
- ❑ Interactive whiteboards in all teaching areas support visual access to the curriculum children with special needs
- ❑ Reorganisation of spaces within the school has provided rooms where teachers can work with pairs/small groups of children with special needs e.g. The Burrow/ Computer room
- ❑ Reasonable adjustments are made so as not to isolate the child in either class or playtime
- ❑ Changes to the layout of the playground and other common areas including a complete overhaul of the wildlife and pond area to allow access to all
- ❑ The provision of particular furniture and equipment to improve access
- ❑ Improved signage around the perimeter of the school
- ❑ Changes to the outside environment, particularly the wooded area ensure all aspects of the children's play and learning areas are safe and accessible

- ❑ Full refurbishment of the pupil toilets, washing and changing area
- ❑ Touch screen computers in the new Computer room
- ❑ Recognition of the implications of being a two storey building for children with a physical disability and adjustments that can be made to remove these barriers

Funding for improvements to the physical environment of the school may come from a variety of different sources:

- ❑ School Access Initiative funding may be needed for major capital works. This has to be coordinated with the local authority's priorities
- ❑ Devolved formula capital funding can meet the costs of some of the priorities
- ❑ Delegated funding can be used to meet the costs of particular equipment that may need to be provided for disabled pupils
- ❑ Where alterations need to be made to improve access for a disabled teacher, funding may be available through the 'Access to work' programme

3C: Improving the delivery of information to pupils, parents/carers and staff members.

Information for disabled pupils - provided in writing for pupils who are not disabled - might include:

- ❑ Handouts, timetables, worksheets, notices, information about school events

Improving the delivery of information might include, where necessary, making information available:

- ❑ In Braille, in large print, in simplified language, on audio-tape, through sign language, using a symbol system

Identifying the appropriate format must take account of:

- ❑ Pupils' impairments: access to information may be improved for particular groups of pupils by particular approaches, for example: pupils with learning difficulties may be able to access information more easily where it is provided in simplified language; pupils with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems;
- ❑ Preferences expressed by pupils or their parents.