



Fox Hill Primary

Accessibility Policy & Plan

Responsibility	SLT / Governors
Date written	September 2014
Date of last review / update	September 2017
Date of next review	September 2018

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Steel City School Partnership plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the academy, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the academy and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). This covers teaching and learning and the wider curriculum of the academy such as participation in extra-curricular clubs, leisure and cultural activities or visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the academy and events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the academy, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

7. The academy complaints procedure covers the Accessibility Plan.

8. Information about our Accessibility Plan will be published on the Academy website.

9. The Plan will be monitored through both the academy Governing Body and also the Board of Directors of Steel City Schools Partnership.

10. The Plan will be monitored by Ofsted as part of their inspection cycle.

11. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Fox Hill Primary Accessibility Plan 2017 2018

Success Criteria	Actions	Monitoring	Time Scale	Evaluation
Leadership have understanding of the barriers to access and the current position of the academy.	Undertake audit to identify any barriers to access	SLT Governors Directors	September 2017	
Whole academy community aware of issues relating to Access	<p>Training for Awareness Raising of Disability Issues</p> <p>Provide training for governors, staff, pupils and parents</p> <p>Discuss perception of issues with staff and pupils to determine the current status of school</p>	SLT Governors Directors	September 2014	
Teachers are aware of the relevant issues and can ensure that all groups have equality of access to life skills and learning. The use of other professional partners has been made available, including Woolley Wood Specialist School.	<p>Audit of pupil needs and staff training to meet those needs.</p> <p>Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.</p> <p>Actions from the review and audit implemented to ensure access for all.</p>	SLT Governors Directors	Annually	
Extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and		SLT Governors Directors	Annually	

future legislative requirements				
The academy will be able to provide written information in different formats when requested for individual purposes	The academy will make itself aware of the services available for converting written information into alternative formats. Staff training in online tools such as translation, communicate in print etc.	SLT Governors Directors	Ongoing	
Academy environment ensures adequate access for all e.g. access into the building, layout of classrooms etc.	Academy and SCSP to worked closely with EFA and McAlpine to ensure the new Fox Hill Primary meets the specific requirements and DDA compliance. Access plans in place for the new build to ensure the building is accessible for all e.g. standard furniture and layout for all classrooms etc. Signage around the academy to assist all. Learning environments enhanced to aid access to all e.g. communicate in print resources used.	SLT Governors Directors	April 2015 onwards following completing of new building.	

<p>Playtimes and lunchtimes are fully inclusive and meet the needs of all.</p>	<p>Trust catering service provides a range of meals including provision for special diets.</p> <p>Adequate adult support at playtimes and lunchtimes to ensure all pupils are supported e.g. those with dietary/eating needs, support for positive play and activities etc.</p>	<p>SLT Governors Directors</p>	<p>September 2014 onwards</p>	
<p>Curriculum provides opportunities for all to achieve.</p>	<p>Lessons are appropriately differentiated and supported allocated to ensure all can achieve.</p> <p>Computer technology provided for support and appropriate for students with disabilities. This includes the use of aids such as hearing loops when required.</p> <p>All pupils are fairly represented through equal access to pupil voice and representation on Academy Council.</p>	<p>SLT Governors Directors</p>	<p>Ongoing</p>	

Accessibility Audit

	Completed	In progress	Under discussion	Not yet addressed
Are visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? (<i>As part of a developmental programme differentiated to meet individual need</i>)	√			
Preparation for entry into academy. (<i>Admissions Policy- within the resources of the academy and student information pack</i>)	√			
Grouping of pupils (<i>by year group with IE/BP's and differentiated lesson plans in place plus individual support e.g. reading as relevant</i>)	√			
Home learning policy and practice	√			
Academy behaviour policy in place and accessible for all.	√			
Exclusion procedures (<i>reference Exclusions Policy.</i>)	√			
Clubs and activities (<i>full access as relevant also reference e.g. Off Site Visits Policy</i>)	√			
Trips (<i>full access with curriculum access statements and risk assessment in place</i>)	√			
The arrangements for working with other agencies (<i>Open School Policy, Annual and 14 plus reviews, Attendance and Behaviour Management policies etc.</i>)	√			
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? (<i>Training is needs led and represented in school development plan. Risk Assessments also guide training</i>)		√		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? (<i>Individual developmental progression identified in lesson plan e.g. Teaching strategies and resources. Individual behaviour plan guided by Behaviour Small steps developmental</i>)	√			

criteria)				
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? (As above)	√			
Are there high expectations of all pupils? (All pupils are baselined with SMART targets set for the pupil to achieve within their zone of potential development, also reference e.g. Work Related Learning and Whole Curriculum policy)	√			
Do staff seek to remove all barriers to learning and participation? (reference Equal Opportunities Policy)	√			
Access to the curriculum. (As above with differentiation if necessary, reference curriculum access statements)	√			
Policies, e.g. anti-bullying, SEN policies, health and safety. (All in place with annual review)	√			
Interaction with peers. (Part of developmental criteria as held in behaviour small steps as evidenced in Pupil portfolio)	√			
Are your classrooms optimally organised for disabled pupils? (Resources component in scheme of work and lesson plan)		In progress (grounds)		
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? (Single storey building with e.g. disabled toilets and special features - issues - external of the school building and holdbacks on internal doors)	√			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? (Issue-internal double doors)	√			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? (signage established but parking needs upgrading reference also Travel Plan)	√			

Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components? <i>(a comprehensive system is in place, reference Health and Safety Policy)</i>	√			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? <i>(Issue-Action point)</i>	√			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? <i>(Any issues dealt with through Statement of SEN)</i>	√			
Are areas to which pupils should have access well lit? <i>(Automatic lighting)</i>	√			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? <i>(Low school numbers and small class sizes also individual needs met through IEP and Curriculum Access Statement)</i>	√			
Is furniture and equipment selected, adjusted and located appropriately? <i>(as a Special school all resources are provided and organised to reflect whole school need)</i>	√			
Access to school facilities. <i>(equality for opportunity approaches reference Equal Opportunity policy)</i>	√			
Activities to support the curriculum, e.g. drama group visiting school. <i>(extension activities as identified in pupil planning proformas and evidenced in pupil portfolios)</i>	√			
School sports. <i>(Limited 'in school' facilities. However out of school provision available and identified in school planning formats and evidenced as part of PE curriculum programme)</i>	√			
How the academy deals with emergency procedures. <i>(Regular documented checks and practice e.g. fire drill also Staff Handbook, Caretaker checks, Health and Safety policy, First Aid Guidelines e.t.c.)</i>	√			
Breaks and lunchtimes. <i>(Whole SEN policy with staff supported system including rotas)</i>	√			

The serving of meals. (<i>Own kitchens with provision for special dietary requirements</i>)	√			
Do lessons provide opportunities for all pupils to achieve? (<i>Differentiated Lesson Plans with linked IE/BP's</i>)	√			
Are lessons responsive to pupil diversity? (<i>as above</i>)	√			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (<i>reference teaching and learning styles policy and teaching strategy component within planning proformas</i>)	√			
Are all pupils encouraged to take part in music, drama and physical activities? (<i>see curriculum rolling programmes re-broad and balanced curriculum entitlement</i>)	√			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? (<i>Individual differentiated programmes</i>)	√			
Do you provide access to computer technology appropriate for students with disabilities? (<i>as identified in statement for SEN and represented in lesson planning formats</i>)	√			
Teaching and learning. (<i>reference Teaching and Learning policy</i>)	√			
Classroom organisation. (<i>Individually assessed and represented in lesson plan</i>)	√			
Timetabling. (<i>reference Equal Opportunities policy and Statutory guidance</i>)	√			
Assessment and exam arrangements. (<i>Academic, vocational and occupational routes available</i>)	√			
Preparation of pupils for the next phase of education. (<i>Work related learning policy which identifies progression regardless of ability towards end outcomes also Transition reviews and Connexions access</i>)	√			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√			

<i>(Individual education plans would identify strategies and resources to meet need)</i>				
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? <i>(As above)</i>	√			
Do you have the facilities such as ICT to produce written information in different formats? <i>(specialist ICT facility with 'in class' and staff room hardware available)</i>	√			
Do you ensure that staff are familiar with technology an practices developed to assist people with disabilities? <i>(professional development programme with support from ICT co-ordinator)</i>	√			
School announcements. <i>(Staff pigeon holes, notice boards as part of schools information systems including morning-after school-staff and P D days)</i>	√			
Access to information. <i>(School Council and through schools planned Information systems as above)</i>	√			