



Accessibility Plan

Autumn 2020 - Autumn 2023

Statutory

OWNER :	SBM / Inclusion Manager / Site Manager
GOVERNOR'S COMMITTEE:	FGB (Health & Safety)
DATE OF LAST REVIEW:	Autumn 2020
NEXT REVIEW DATE:	Autumn 2023

Furzefield Primary School

Accessibility Plan

Furzefield Primary School has a duty to promote disability equality, taking heed of the Disability Discrimination Act 2005. The governing body has a duty to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- Produce and publish an Accessibility Plan (relating to the Disability of the Equality Act in 2010) to show how they will meet these duties.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act in 2010, and in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from Autumn 2020 to Autumn 2023.

DEFINITION OF DISABILITY

According to the Equality Act 2010 a person has a disability if

- a) He or she has a physical impairment (including sensory impairments), or mental impairment (including learning difficulties and an impairment resulting from or consisting of a mental illness), and
- b) The impairment has a substantial, and long-term (defined as more than 12 months) adverse effect on his or her ability to carry out normal day to day activities.

OBJECTIVES

Furzefield Primary School is committed to providing a fully 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.

Furzefield Primary School plans to increase the accessibility of provision for all disabled pupils, staff and visitors to the school within a given timeframe.

The Accessibility Plan contains 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 the able-bodied pupils; 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.
- Improve and maintain 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.
- 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.

Action Plans are attached, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years. We acknowledge that there is a need for ongoing awareness training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies:

- Curriculum
- Equalities Policy and Community Cohesion
- Health & Safety
- SEND Policy
- Behaviour Policy
- School Development Plan
- School Brochure and Mission Statement
- Emergency Plan

CONTEXTUAL INFORMATION

Furzefield Primary School is a vibrant, forward-looking school providing education for pupils aged 3-11 years. There is strong teamwork leading to a productive and empathetic climate in which everyone works to common goals. We constantly strive for improvement and accept support and interventions to enable us to enhance learning for pupils. The school is recognised for its inclusive practice by professionals and colleagues working in the county. It has gained awards for Investors in People, Basic Skills Quality Mark, Healthy Schools and Leading Parent Partnership Award. We embed Unicef's Rights Respecting Schools ethos and have received the Learning Outside the Classroom Award and the Gold Sports Award from School Games.

The ward of Merstham, our immediate locality, is identified as an area with high social need within the County of Surrey with regard to employment, income, health and disability and to a lesser extent, crime. The school has received Social Enhancement Funding and Pupil Premium which it uses to improve levels of staffing. High mobility and poor attendance for some pupils reflects these needs and impacts on their motivation, self-esteem and progress. A Home School Link Worker works in school and other staff, such as our ELSA based in the Nurture Room, are trained to deliver therapeutic approaches to learning.

We have a specialist centre for learning and additional needs (LAN), called the Ocean Centre. The children in Ocean (14 maximum) benefit from attending mainstream classes and regular social interaction with their mainstream peers, however regular withdrawal to access additional specialist support is required, in order to successfully achieve their educational outcomes. Children may additionally have autism, speech and language needs, medical or physical needs. Through the additional support available at the specialist centre, children will gain strategies to manage increasing independence in their learning. The Ocean can accept two children from each year group (from Reception through to Year 6).

SEND pupils attending the main school and the Ocean Centre present a range of learning difficulties and disabilities that include moderate and specific learning difficulties, speech and language difficulties, social, emotional and mental health (SEMH), developmental delays, and physical disabilities. Access to the building and cloakrooms provided for disabled users were incorporated into the adaptations for the Ocean Centre and in response to the needs of particular children including wheelchair users from 2010 onwards. The school has two flat-bed lifts and several ramps to allow wheelchair access to the majority of the school. One of the accessible toilets has a changing bed in it. We have specialist chairs and Occupational Therapy resources. We work closely with the professional agencies such as Physical and Sensory Support Services, Occupational Therapy, Surrey County Council's Moving and Handling Advisor, Physiotherapists, and Speech and Language Therapists, monitoring and advising on provision for disabled pupils. All inside areas of school are fully accessible apart from the four top floor classrooms. Each year reasonable adjustments are made and classes are arranged to ensure that wheelchair users have easy access to the classrooms they need.

There is also the Red Oak Family Centre on site, and Shining Stars Pre-school for 3-5 year olds.

ACTION PLAN A: IMPROVING PHYSICAL ACCESS

Ref.	Target Area	Recommendations	Time Scale	Cost	Responsibility
1.	Corridors	Keep corridors free from obstructions.	Ongoing	None	All Staff Premises Team
2.	Doors	Maintain swipe systems, ensure doors can be opened easily. Fire doors to comply with current fire regulations and no obstructions to be placed in front of fire doors.	Ongoing	Ad hoc basis	Site Manager
3.	Classroom locations	Children with accessibility requirements are not able to access the upstairs classrooms (highest floor). Each year a review is made of where year groups are located. Any pupil requiring a wheelchair or walking frame will have to access a classroom on the ground floor.	Ongoing	None	SLT Head of Ocean

ACTION PLAN B: IMPROVING CURRICULUM ACCESS

Ref.	Target Area	Recommendations	Time Scale	Cost	Responsibility
1.	Differentiation in Teaching	Be aware of staff training needs on curriculum access. SLT to monitor quality of differentiation.	Ongoing	SLT release costs	SLT
2.	Support Staff and Classteacher CPD	Ensure classroom support staff and teachers have appropriate CPD to support all pupils. Training to be focused on areas of need within the school.	Ongoing	Training Costs	Inclusion Manager SLT
3.	ICT Software	Use appropriate ICT software to support pupils with disabled needs where necessary, (i.e. using PSS VI advice & support).	2020-2022	Possible specialist equipment costs	Inclusion Manager Computing Coordinator
4.	Classroom Environment and Resources	Inclusion Leader to carry out an audit of classroom environments/resources to ensure that lessons are planned to meet the needs of all pupils in the class. Classrooms are optimally organized to promote participation and independence of all pupils, and lessons should start on time.	Ongoing	Possible resources costs where gaps are identified	Inclusion Manager
5.	All educational visits and out-of-school activities to be accessible to all	Develop guidance for staff on making trips accessible. Ensure new venues are appropriately risk assessed in liaison with the Head of Ocean. Ensure all out-of-school provision complies with legislation and activities are conducted in an environment with providers that comply with legislative requirements.	Ongoing As required As required	Overtime for additional staff if necessary. Release time for Ocean TAs to accompany certain pupils (1:1).	SLT Inclusion Manager Head of Ocean Trip Leader
6.	PE	Review PE curriculum to ensure PE is accessible to all. Pupils with physical needs are given appropriate support (often 1:1) to enable access or adaptation.	As required Ongoing	Possible PE CPD for staff & possible specialist PE equipment	PE Coordinator Specific TAs as appropriate
7.	Raising of awareness & acceptance	PSHCE to incorporate awareness and acceptance of all pupils, and more mainstream pupils invited to Ocean.	Ongoing	None	All Staff PSHCE Lead Head of Ocean

ACTION PLAN C: IMPROVING THE DELIVERY OF WRITTEN INFORMATION

Ref.	Target Area	Recommendations	Time Scale	Cost	Responsibility
1.	Availability of written information for parents/carers	School Office to support parents/carers to access information and complete school forms. The school will make parents/carers aware of the services available for converting written information into alternative formats.	As necessary	Ad hoc basis	School Office
2.	Improve the delivery of information for the visually impaired	Provide suitably modified text for pupils with a visual impairment. Obtain advice from HVSS (Hearing & Vision Support Services) on alternate formats and use of IT software to produce customized materials.	As necessary	As necessary	Teachers School Office
3.	Accessibility of Website	Ensure documents are available for parents with an additional language.	Can be arranged on request		SBM
4.	Information for pupils/parents with hearing impairments or EAL	Access to translators, sign language interpreters to be considered and offered if possible	Ongoing, as necessary	Ad hoc basis	HT Inclusion Manager School Office

The Accessibility Plan for physical access may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items may roll forward into subsequent plans. An accessibility audit will take place at the end of each period in order to inform the development of a new Accessibility Plan.

The Accessibility Plan will be published on the school website.

Date of Completion: Autumn 2020

Date of Review: Autumn 2023