

LONG FURLONG PRIMARY SCHOOL

SCHOOL ACCESSIBILITY PLAN, 2017-2020

Introduction

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting, or likely to last, for at least 12 months.

Under the Act, the Governing Body of the school has the following responsibilities to pupils:

- A school must not treat a disabled pupil less favourably simply because that pupil is disabled
- A school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only unless they can show that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim
- A school must not discriminate against a disabled pupil because of something that is a consequence of their disability, for example by not allowing a disabled pupil on crutches outside at break time because it would take too long for her to get out and back.
- A school must not harass a pupil because of his disability, for example, a teacher shouting at the pupil because the disability means that he is constantly struggling with class work or unable to concentrate

This plan sets out the proposals of the Governing Body of Long Furlong School to ensure access to education for disabled pupils in the following three areas:

- 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 of written information to disabled pupils, using formats which give pupils better access to information. The information will take account of pupils' disabilities and pupils' and parents' preferred formats.

The purpose and direction of the school's plan

The aim of this plan is to set out the commitment of the Governing Body of Long Furlong School to the principles of inclusive education. Long Furlong provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils' special educational needs, including a range of disabilities. Provision determined in Statements of Educational Needs is made for those pupils who have them.

Long Furlong has high ambitions for all its pupils; we expect pupils with disability to participate and achieve in every aspect of school life. As such, we are committed to:

- Setting suitable learning challenges

- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupil
- Promoting the individuality of all our children, regardless of differences.

School Context

Long Furlong School was built in 1993, and the design took account – as far as possible – of some of the needs of those with disabilities (e.g. 2 toilets designed for use by wheelchair users). Although there is an upper floor in the school, it is not used for whole-class teaching; the entire curriculum and extra-curricular activities can take place on the ground floor. Over the years, significant adaptations have already been made to the fabric of the building to enhance access for pupils with disabilities; these include:

- The installation of sound boards in the Nursery to 'deaden' sound (this assists pupils with hearing aids/cochlear implants)
- The installation of ramps at various points around the school to assist pupils

Space in classrooms and cloakrooms is such that specific arrangements would have to be made if a pupil who uses a wheelchair joined the school, to ensure adequate space to manoeuvre. As a school, we have an excellent record with regard to making reasonable adjustments for pupils with disabilities.

The academic progress of disabled pupils is vigorously tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Where necessary, adaptations are made to the curriculum (including assessment strategies) and equipment available to ensure full access. Adaptations can also be made to timings, playtimes, lunchtimes, school trips, afterschool clubs, etc. to support children with specific needs.

Current Range of Known Disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities and emotional difficulties.

At present we have no wheelchair dependent pupils, parents, or members of staff.

We have one pupil known to have a hearing (cochlear implant) and one child with a physical impairment – both children have adjustments put in place as needed.

ACTION PLAN 2017-20

Aim 1: Increasing the extent to which pupils with disabilities can participate fully in the school curriculum

At Long Furlong, we believe that all pupils should be encouraged and enabled to participate fully in the life of the school. All children have always been permitted to attend age relevant after-school clubs, leisure and cultural activities and educational visits. Improving teaching and learning lies at the heart of the school's work and so the key objective in this Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Through our self-evaluation, constant reviewing, and high quality continuous professional development (in house and external) for ALL staff, their knowledge, skills and understanding are enhanced to ensure excellent teaching and learning for all our children.

Teachers' planning, teaching and assessment is highly differentiated to take account the individual/group needs of all pupils, including those with disabilities. Provision mapping clearly shows the effective deployment of staff and the use of relevant interventions where

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needed. High expectations are evident throughout all curriculum areas.

Target	Actions	Timescale	Responsibility	Success criteria
Ensure all monitoring and actions are scrutinised and challenged by the Governing Body	Evaluate and review this plan Monitor the attainment and progress of pupils with disabilities	Attainment and progress – termly Plan – annually	SENCo, Headteacher, Teaching, Learning and Pastoral Committee of the Governing Body	Governors fully informed about provision and progress. Accessibility plan updated annually and posted on school website
Identify pupils, staff who may need additional or different provision to make the curriculum accessible	Liaise with parents/former settings to review potential intakes To continually audit school community to identify those with a specific need and meet the need. Use appropriate IT equipment and software to support learning; ensure software is licenced and installed and staff are familiar with its use.	Autumn -Annually Ongoing Ongoing	Office staff, EYFS staff, SENCo SENCo, IT support, SEN TAs	Necessary procedures/equipment/planning in place prior to pupil joining the school. Above added if needs of a pupil changes. Appropriate equipment and programmes are used to increase pupil participation.
Increase skills and confidence of all staff in differentiating the curriculum for pupils with needs.	Determine staff training needs and assign CPD accordingly	Ongoing	SENCO, Deputy Head, Headteacher	Lesson observations/ learning walks/ staff meetings/pupil conferences demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation
Ensure compliance with the Equality Act 2010	Review all statutory policies to ensure that they reflect inclusive practice and procedure	Ongoing	School Business Manager SENCO, Headteacher Governing Body	No policy conflicts with principle of equality of opportunities for all
Ensure effective collaboration between school and families	Maintain close liaison with parents	Ongoing	Teaching Assistants, Teachers SENCO, Office staff, Headteacher	Clear, collaborative working approach
Ensure effective collaboration between school and external agencies	Maintain close liaison with external agencies for pupils with disabilities	Ongoing	Teaching Assistants, Teachers SENCO, Office staff, Headteacher	Clear, collaborative working approach
Ensure PE curriculum and sports opportunities are accessible for all	Review PE curriculum	Annually	PE teacher Headteacher	All pupils have access to PE curriculum

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pupils				
Ensure all pupils can attend and enjoy the residential opportunities offered in KS 2/ educational visits.	Consider venue and activities are suitable for all pupils and staff.	Planning stage of residential	EVC/ Class teacher/ administrator	All pupils are able to participate in and enjoy the benefits of a residential or educational visit.
	Carry out pre-visit visit to ensure facilities are appropriate or can be amended as necessary.	Prior to visit	EVC/ Class teacher/ event lead	The facilities meet the needs of the pupils.
	Meet with parents to clarify needs of pupils and how they can be met.	Prior to visit	Class teacher/ event lead	Parents, staff and pupils are confident that the pupils needs will be met. Staff have all the information necessary.
	Risk Assessments are written and followed for the children with needs.	Before and during the event.	Event lead/ administrator/ EVC	Staff are able to keep children as safe as possible while engaging in activities.
	Adjust accommodation and activities during the event as necessary.	During the event.	Staff accompanying the pupils	Accommodation and activities continue to meet needs ensuring all pupils enjoy and benefit from the activity.

Aim 2: To Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Long Furlong has a wide range of equipment and resources available for day to day use, and resource provision is kept under constant review. To meet individual, specific needs, provision will be adapted when a pupil's needs are known. We continue to consult with external advisers when considering the purchase of specialist equipment or investment in structural change.

Target	Actions	Timescale	Responsibility	Success criteria
Ensure all monitoring and actions are scrutinised and challenged by the Governing Body	Evaluate and review this plan Monitor the attainment and progress of pupils with disabilities	Annually	SENCO, Headteacher, Standards committee Governing Body	Governors fully informed about provision and progress. Accessibility plan updated annually and posted on school website
Ensure that the physical environment of the school remains attractive and	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory	Ongoing	School Business Manager Headteacher, SENCo Governing Body	All feel confident their needs are able to be met, where necessary.

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engaging for all	<p>impairments when planning and undertaking improvements; this will include issues such as improved access, lighting, colour schemes, more accessible fixtures and fittings.</p> <p>Displays and signs are clear to follow, following guidance for a 'dyslexia friendly', 'autism friendly' school with visuals used to support communication,</p>	Annually, and refreshed as necessary.	School Business Manager, SENCo.	Those with sensory needs feel confident to access and negotiate their way around school.
Awareness of access needs of pupils, staff, governors, parents/carers and visitors with disabilities	<p>Through discussion, determine and meet the access needs of pupils, staff, governors, parents and other visitors.</p> <p>Create access plans for individual pupils as part of the SEN process, if required.</p> <p>Consider access needs during the recruitment process (information on application forms).</p>	<p>Ongoing</p> <p>Annually – as minimum</p> <p>Recruitment period</p>	<p>School Business Manager Headteacher Governing Body</p> <p>SENCo</p> <p>School Business Manager/ Headteacher</p>	<p>Needs of all are met.</p> <p>Needs of prospective staff are met enabling them to carry out their work.</p>
All pupils with disabilities can be safely evacuated from the building in an emergency	<p>All personal emergency evacuation plans (PEEPS) are in place and up to date, and that staff (including new staff are aware.</p> <p>Fire exit signs and markings are clear, with emergency lighting in relevant areas.</p>	<p>Ongoing</p> <p>Checked monthly (school business manager) and annually</p>	<p>School Business Manager; Teaching Assistant, Class Teacher</p> <p>School Business Manager/ Chubb</p>	PEEP in place. Pupils are successfully evacuated during fire drills.

Aim 3: To improve the delivery of written information to disabled pupils, using formats which give pupils better access to information. The information will take account of pupils' disabilities and pupils' and parents' preferred formats.

At Long Furlong, we plan to make written information available to pupils, parents, and staff with disabilities in a way that makes it accessible

to them. The school identifies agencies and sources of materials and resources in order to be able to make the provision when required. The school's IT infrastructure enables us to access a range of materials supportive to need. Staff share information with pupils with disabilities and/or SEN in a variety of ways including, face to face discussion, simplified and modified language, use of symbols, pictures or signs.

When needed, staff would plan to make written information available that will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Actions	Timescale	Responsibility	Success criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and clear English (simplified if necessary)	Ongoing	All staff. School Business Manager, Administrator, Headteacher. Governors	Parents receive information in a form they can access.
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Ongoing – review at beginning of school year.	School Business Manager, Administrator. Governors	All parents understand what are the headlines of the school information on the website and know how to access available information and resources.
	Increase the variety of ways parents can access communication from school e.g. t twitter updates, consider Facebook page	Ongoing	School Business Manager, Administrator, Headteacher. Governors	
	Where known, sensitively provide parents with support, to access school/ education documents.	Ongoing	All staff/ School Business Manager, Administrator, Headteacher.	All parents receive the necessary support in completing forms and accessing information.
Ensure all staff are aware of guidance/ information about accessible formats	Guidance/ training to staff on dyslexia and accessible information	Ongoing	SENCo	Staff feel confident to produce their own information/ resources/ documents that follow these guidelines
Ensure accessible formats are made available for pupils undertaking National	DfE/ NCA tools website guidance followed to request additional measures as needed	Embed practise - ongoing Test adaptations requested in Spring term and implemented in May.	Headteacher, SENCo, SEN TA.	Staff and pupils are familiar with adjustments that are made to ensure children are able to access the tests as successfully as possible.

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Curriculum Tests, with the use of these formats being embedded in every day practise in class.				
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Plan agreed: _____

Plan Review: _____

Lead member of staff: