

## **Firs Primary School** **ACCESSIBILITY PLAN 2017-2020**

### **Physical Environment**

Firs Primary School comprises of two almost identical buildings. The Foundation Stage and Key Stage 1 are situated at the top half of the site and Key Stage 2 are situated at the bottom end of the site. The two buildings are split by a sloping playground which runs through the centre of the school site. Each building is single storey which provides access to wheelchair users. All access points are flat or ramped (Main Entrance) to ensure that entry to the school is accessible to wheelchair users.

All of the classrooms, the staffroom and offices in each of the buildings lead off the main hall. The playground between the two buildings is sloped, thus making an upper and lower area where children play.

Doors within the main buildings are wide enough to enable access to wheelchair users.

The school has internal emergency signage and emergency lighting. All escape routes are clearly marked.

There is a disabled toilet within each of the main school buildings, all with handrails and emergency pull cords. A disabled toilet in school has a hoist and lift which is serviced regularly.

The school does not have its own carpark. Offsite parking for staff and visitors is available close to the main entrances into school and nursery on the road. During school hours, parking is available outside of the main school entrance on Raven Street.

### **Curriculum**

Improving teaching and learning is at the heart of the school's work. The school follows the National Curriculum and the Early Years Foundation Stage Curriculum. Through self-evaluation and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes. Additional adult support and/or specific resources are used to enable pupils with additional needs to fully access the curriculum.

It is a core value of the school that all pupils are enabled to participate in fully in the broader life of the school including participation in clubs and educational trips/visits.

Where appropriate, external advice and guidance is sought, eg. The educational psychologist, speech and language therapists, occupational therapist, etc.

### **Information**

Information about the school is generally in a written format. This can be provided in larger print if requested or a member of staff will go through the information with a parent/carer on a one-to-one basis. Key staff in school are able to translate documents to meet the needs of the diverse demographic/community that Firs serves. Information can also be accessed on the school website.

### **Management, co-ordination and implementation**

The governors and the senior leadership team (including the SENCO) will consult with outside agencies and the Local Authority if and when new situations regarding children with disabilities arise.

<b><u>Improving Access to the Physical Environment</u></b>				
<b>Target</b>	<b>Strategies</b>	<b>Completion Date</b>	<b>Responsibility</b>	<b>Success Criteria</b>
School is aware of the access needs of disabled children, staff & parents/carers	Create access plans for individual disabled children/adults as part of the IEP/MEP process. To consult and work with the whole school community to gather appropriate information.	On entry to school	SENCO Classteachers Learning Mentor	Individual plans in place for all disabled stakeholders. Use information gathered to plan adjustments.
Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for pupils when appropriate. Ensure designated staff are aware of their responsibilities. Regular evacuation practices (known and unknown).	2017 onwards	Headteacher Governors Designated Staff Critical Incident Policy	All disabled children can evacuate the building safely and quickly in an emergency. Staff are confident in evacuation strategies.
Equipment in disabled toilet can be accessed by disabled stakeholders with the support of staff as appropriate.	Ensure a sufficient number of teaching assistants and midday supervisors are trained in the use of the hoist and changing mat in the main disabled toilet.	Ongoing	Headteacher Teaching assistants Midday supervisor.	Staff are competent and confident in using the equipment in the disabled toilet to enable use by disabled stakeholders.

Ensure visually stimulating environment for all children.	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	All staff	Lively and inviting environment maintained.
Improve signage and access for visually impaired stakeholders.	Replace all light bulbs immediately when dud. Obtain advice on appropriate styles and colours for signs.	Ongoing	Headteacher Caretaker	Signage and access for visually impaired stakeholders is clear. Report Book is kept in the S M's file outside their office.
Ensure visually impaired pupils can access climbing equipment and PE equipment.	Bright yellow tape to be stuck around the edges of climbing equipment and PE equipment.	Ongoing	Headteacher Caretaker	Visually impaired pupils can access climbing equipment and PE equipment safely because they can see the edges of this equipment.

### Improving Access to the Curriculum

Target	Strategies	Completion Date	Responsibility	Success Criteria
To ensure that teaching and learning activities provide opportunities for all pupils to achieve.	Lessons and activities address a variety of learning styles and are effectively differentiated. Children have opportunities to work individually and also co-operatively and collaboratively in pairs, groups and whole classes. ICT is used to support disabled pupils' access to the curriculum. IEPs/MEPs formulated and shared with parents and external agencies. Provision cost mapping ensures best value is achieved for pupils with additional needs. School accesses appropriate	Ongoing	Headteacher All staff Governors Curriculum Committee	Observations of lessons and learning walks and scrutiny of children's work confirm effective differentiation. All pupils are making at least good progress as confirmed by assessment and tracking data, and Foundation Stage scores and End of Key Stage Teacher Assessments.

	equipment specific to a pupils' needs, eg. special grip pens, coloured overlays, writing easels, etc.			
To ensure all staff are aware of disabled children's curriculum access.	Specific staff training for teachers, teaching assistants and midday supervisors who support disabled pupils, eg. Training in use of Makaton to support pupils with communication difficulties. As and when required.	Ongoing	Headteacher All staff	Staff aware of how they can meet the needs of individual children with a diverse range of learning and behaviour needs. Staff trained and feel confident in supporting specific pupils.
Monitor and track progress and achievement of pupils with additional needs.	SENCO and class teacher meetings. Pupil progress meetings evaluate the progress of pupils with additional needs in each class. Use Sheffield Stat filtering. Regular liaison with parents.	Ongoing	Headteacher SENCO Class teacher SLT/MLT	Children with additional needs are making at least expected progress.
Improve facilities in Classes 3-7 & Nursery for hearing impaired pupils.	Install hearing loops into Classes 3-7 and the Nursery.	2018 – or earlier when devolved capital monies allow.	Headteacher Governors Premises Committee	Hearing impaired pupils can fully access the curriculum.
To ensure all pupils participate in physical activities.	Individual access plans for disabled pupils when required. Advice taken from external agencies and parents. Staff trained to enable pupils to access all physical activities. Risk assessments undertaken for specific pupils.	Ongoing	Headteacher Designated staff	All children participate fully in all physical activities.
Ensure all school trips are accessible to all.	Individual risk assessments undertaken for specific pupils.	Ongoing	Headteacher Educational	All children able to take part in school trips safely and

	Site visits undertaken by designated staff prior to the visit. Involve parents in decisions. Provide extra support for vulnerable pupils.		Visits Co-ordinator Designated Staff	confidently.
To include positive images of disability in assemblies and the curriculum.	Use of resources and contexts to promote positive images of disability. Disability equality issues incorporated into PSHE planning.	Ongoing	Headteacher All staff	Resources reflect positive images of disability. All children have an increased knowledge and understanding of disability issues. Pupil and parent questionnaires. Behaviour instances are recorded on a daily basis. A weekly analysis and report is also produced.
<b><u>Improving Access to Information</u></b>				
Target	Strategies	Completion Date	Responsibility	Success Criteria
To provide information that is accessible and easily understood by all.	School information is written in easily understood language. School staff assist parents to access information and to complete forms/documentation. Ask parents how they wish to access information. School's website is used to communicate information to stakeholders. All staff to take care when writing letters and information to try and avoid jargon and complex	Ongoing	Headteacher All staff Governors	Stakeholders can access desired information and understand such information. Communication with stakeholders is effective. Stakeholder satisfaction evaluated through questionnaires.

	<p>language. Headteacher to check all information before it is issued. Information may need to be produced in different formats, eg. Large print.</p> <p>Interpreters are available within school to translate information to parents based upon the diverse demographic of the school. These are members of staff and a body of pupils (Young Interpreters) who will translate. Young Interpreters are used to work with pupils within the school.</p> <p>Designated staff trained in use of sign language/Makaton to effectively communicate with parents/carers/governors.</p>			
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