

Firs Primary SCHOOL **ACCESSIBILITY PLAN 2021-2024**

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 Primary 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.

<u>Improving Access to the Physical Environment</u>				
Target	Strategies	Completion Date	Responsibility	Success Criteria
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. PEEPS Individual Medical Care Plans Personalised Risk Assessments
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).	2021 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. These children will go out at the end of their class line with their 1-1
The school has disabled toilet facilities. These are situated in both the infant and junior	Ensure a sufficient number of teaching assistants and Play Leaders will support the children who needed to access the	Ongoing	Headteacher Teaching assistants Sports Coach	Staff are competent in their roles if asked to support a disabled pupil.

buildings. stakeholders with the support of staff as appropriate.	disabled toilet when necessary.		and Play Leaders..	
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. COVID signage around the school will remain until government guidelines change and say that these are no longer needed.	Replace all light bulbs immediately when dud. Changed over to LED lighting throughout the school to improve visibility and to be energy efficient. Obtain advice on appropriate styles and colours for signs when required. COVID signage through both building and on the exterior of the school to remain until told otherwise.	Ongoing	Headteacher or deputised member of staff. Site Manager/ Senior Cleaner	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/ or Deputised member of staff. Sports Coach Site Manager	Visually impaired pupils can access climbing equipment and PE equipment safely because they can see the edges of this equipment.
<u>Improving Access to the Curriculum</u>				
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	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

	<p>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.</p> <p>Provision cost mapping ensures best value is achieved for pupils with additional needs.</p> <p>School accesses appropriate equipment specific to a pupils' needs, eg. special grip pens, coloured overlays, writing easels, etc.</p>			confirmed by assessment and tracking data, and Foundation Stage scores and End of Key Stage Teacher Assessments.
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.	2023 – 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. Site visits undertaken by designated staff prior to the visit. Involve parents in decisions. Provide extra support for vulnerable pupils.	Ongoing	Headteacher Educational Visits Co-ordinator Designated Staff	All children able to take part in school trips safely and confidently.
To include positive images of disability in assemblies and the curriculum. Currently assemblies are delivered via zoom due to the COVID pandemic	Use of resources and contexts to promote positive images of disability. Disability equality issues incorporated into PSHE planning. Use of zoom technology through class dojo invites to access the links.	Ongoing Ongoing with reference to the government guidance relating to the pandemic.	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. All pupils have an understanding of bubble, safe distancing and hand and personal hygiene linked to COVID.
To provide quality remote and live learning	Use of zoom meetings Class Dojo used to communicate	During lockdown periods of periods	Headteacher/ SLT	To maintain the high quality learning that the children

for all pupils during lockdown periods within the COVID outbreak.	to parents. Paper copies of learning packs available to parents. Loan of laptops to enable pupils to access the learning. Bespoke 1-1 if needed.	when children are having to isolate from school due to health or other reasons.	ALL STAFF	would receive if they were in the classroom.
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Improving Access to Information

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 language. Headteacher to check all information before it is issued. Information may need to be produced in different formats, eg. Large print. 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	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>The school now opens 2 gates (Raven and Percy st) at 08:30-08:55 to allowed a staggered arrival and avoid large gatherings around the school entrance areas.</p>	<p>pupils (Young Interpreters) who will translate. Young Interpreters are used to work with pupils within the school. Designated staff trained in use of sign language/Makaton to effectively communicate with parents/carers/governors.</p> <p>Parents are not permitted to come onto the playground but should leave their children at the school gate where key staff are there to receive them and make sure that they get into school safely. Toast and fruit available on the playground for the pupils due to COVID 19 restrictions relating to breakfast club.</p>	<p>Ongoing throughout and after the pandemic.</p>	<p>SLT or designated staff to man the gates.</p>	<p>Reduces congestion around the school including the main office. Safer environment for the children . Reduces the number of pupils arriving late to school. Hand sanitised hands before entering the building as well as positive personal hygiene promoted and recognise throughout the school.</p>
<p>The school opens for end of day arrangements at 3:30-3:45. (Percy and Raven St) This complies with COVID 19 guidance on social gatherings and safe social distance. Barrier system in place meaning the parents are no longer crowding</p>	<p>All gates are manned by designated staff to ensure safe entry and exits. Face coverings and or visors are worn by all staff at the end of the day. Parents are requested to wear a face covering unless they are exempt from doing so. Only 1 parent to enter the school at the end of the school day. Senior school siblings are not</p>	<p>Ongoing throughout and after the pandemic.</p>	<p>SLT or designated staff to man the gates.</p>	<p>Pupils and their parents vacate the grounds more quickly to reduce social gatherings and late pick ups. (In line with government guidance.)</p>

around school exits to collect their children at the end of the school day.	permitted onto the playground to pick up members of their family in line with expectations in government guidance.			
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