

Accessibility Plan 2024-2027



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 and engage in outdoor learning.

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.

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, adapted teaching 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.

| Improving Access to the Physical Environment | | | | |
|--|---|--|--|--|
| 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 Risk Assessment/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 where appropriate. | On entry to the school, and then reviewed accordingly. | Headteacher Governors Designated Staff | All disabled children can evacuate the building safely and quickly in an emergency. Staff are |

| | | | | |
|---|---|---------|--|--|
| | Ensure designated staff are aware of their responsibilities. Regular evacuation practices (known and unknown). | | Critical Incident Policy | confident in evacuation strategies as identified in their PEEPS These children will go out at the end of their class line with their 1-1. 2 parents have currently given staff permission to carry their child out of the building in the event of an emergency. |
| The school has disabled toilet facilities. These are situated in both the infant and junior buildings. stakeholders can use with the support of staff as appropriate. | Ensure a sufficient number of teaching assistants and Play Leaders will support the children who needed to access the disabled toilet when necessary. | Ongoing | Headteacher Teaching assistants Sports Coach and Play Leaders. | Staff are competent in their roles if asked to support a disabled pupil. This information would be on PEEP and Risk Assessments. |
| Ensure visually stimulating environment for all children. | Colourful, lively displays on beige backgrounds in classrooms and inviting role play/reading areas can be found in each classroom. | Ongoing | All staff | Lively and inviting environment maintained. |
| Improve signage and access for visually impaired stakeholders. | 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. | 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 | Bright yellow tape to be stuck around the edges of climbing equipment and PE equipment. | Ongoing | Headteacher/ or Deputised member of staff. Sports Coach | Visually impaired pupils can access climbing equipment and PE equipment safely |

| equipment and PE equipment. | | | Site Manager | 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 adapted. 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. IPMs/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 equipment specific to a pupils' needs, eg. special grip pens, coloured overlays, writing easels, etc. | 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. |
| 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 for children with sight impairments, speech | 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. |

| | | | | |
|---|---|---------|--|--|
| | impediments, children with autism. SEND training carried out annually. | | | 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. FFT and Brackenfield data systems. Regular liaison with parents. | Ongoing | Headteacher SENCO Class teacher SLT/MLT | Children with additional needs are making at least expected progress. |
| 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. |

Improving Access to Information

| Target | Strategies | Completion Date | Responsibility | Success Criteria |
|--|--|-----------------|--|--|
| <p>To provide information that is accessible and easily understood by all.</p> | <p>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 pupils (Young Interpreters) who will translate. Young Interpreters are used to work with pupils within the school.</p> | <p>Ongoing</p> | <p>Headteacher All staff Governors</p> | <p>Stakeholders can access desired information and understand such information. Communication with stakeholders is effective. Stakeholder satisfaction evaluated through questionnaires.</p> |

| | | | | |
|--|---|----------------|--|--|
| <p>The school now opens 2 gates (Raven and Percy St) at 08:45-08:55 to allow a staggered arrival and avoid large gatherings around the school entrance areas.</p> | <p>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.</p> | <p>Ongoing</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.</p> |
| <p>The school opens for end of day arrangements at 3:30-3:45. (Percy and Raven St) Barrier system in place meaning the parents are no longer crowding around school exits to collect their children at the end of the school day. The gates on Raven Street reopen at 4:30-4:45 at the end after school clubs.</p> | <p>All gates are manned by designated staff to ensure safe entry and exits.</p> | <p>Ongoing</p> | <p>SLT or designated staff to man the gates.</p> | <p>Pupils and their parents vacate the grounds in line with the gate closing.</p> |