

Fernhurst Junior School Accessibility Plan

Purpose of the Plan

The purpose of this plan is to show how Fernhurst Junior School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school where possible and physical aids to access education).
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Fernhurst School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The

school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

Accessibility Plan 2022-2025

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the Accessibility Plan becomes an agenda item at FGB Meetings in the 3 year cycle	Clerk to Governors to add to list for FGB meetings.	Adherence to legislation.	Every three years	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate taking advice from outside agencies where appropriate.	Whole school community aware of issues.	On-going	CH undertaking MH lead course
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
Physical Environment				

To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	<p>To consider access arrangements whenever works are being carried out.</p> <p>Work with families and outside agencies eg. occ health, when a child with access requirements is allocated to us</p>	Modifications will be made to the school building to improve access where possible.	On-going	
Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	<p>Accredited SENCO within school</p> <p>SENCo to review the needs of children and provide training either directly or through our cluster Educational Psychologist. Cluster to purchase 8 half days training per year from Kerry Jackson, independent EP.</p> <p>SENCo to liaise closely with NHS staff and act on their advice.</p>	<p>Staff are able to enable all children to access the curriculum.</p> <p>Identified staff members are trained to meet a pupil's specific needs.</p>	On-going	

To ensure that all children are able to access all out-of-school activities. E.g. clubs, trips, residential visits etc.	Review out of school provision to ensure compliance with legislation.	All providers of out-of school education will comply with legislation to ensure that the needs of all children are met.	On-going	Eg grandparent of JW going on residential trip Nov 22
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. special pens, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo	eg specialist equipment, including ear defenders, specialist screens, adapted reading materials (font type and size), specialist seating, adapted handwriting grips and computer programs. This list is not exhaustive and only some of the examples.

To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied for as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	
Written/Other Information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, to access parent's evenings.	Staff to hold parents evenings by phone or send home written information.	Parents are informed of children's progress.	Termly	

Reviewed: Roberta Kirby/ C. Hudson Sept 2022

Date Agreed by Full Governing Board:

Signed.....

Date for Review:

October 2022

Chair of Governing Board

Summer Term 2025