



# Accessibility Plan 2024 - 2025

At Folly View Primary, we truly believe in the potential of every child and we will do whatever it takes to ensure each child makes exceptional progress. We know that at times, many children find some aspect of school more challenging, whether that be academic, socially, emotionally or behaviourally. All staff at Folly View primary School share a commitment to supporting any child with an additional or special need, be this a short term problem related to a very small part of the curriculum or school life, or more complex needs.

We have high expectations for all our pupils and we expect pupils with a 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 pupils
- Promoting the individuality of all our children, regardless of difference

## Purpose of plan

The aim of this plan is to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. This plan shows how Folly View Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the access plan.

## Definition of Disability

The Equality act 2010 and the Equality Duty 2011 place responsibility on schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act 1995 define 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. The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such as Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have a statement or Education Health Care Plan. The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision. The Equality Act requires school to make “reasonable adjustments” to their policies, procedures and practice to accommodate pupils with disability in school life.

The three key areas for the Access Plan are:

- Increasing access for disabled pupils to 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 access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- 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 and be made available within a reasonable time frame.

### Contextual Information

Folly View Primary School is made up of one main building which is accessible via ground level access, there are steps within the main building however it is possible to access all areas of the school through exterior doors and a lift is available to access the first floor. On the ground floor each classroom has an interior and exterior door that can be accessed by the children and staff. On the first floor there is one door for each classroom. Nursery and Reception classes have a separate access to their classrooms which provides access throughout the day for their different timings of pick up and drop off (where needed). There is a disabled toilet within each block of toilets and within the foyer of the school.

### Current Range of Known Disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities, communication and interaction difficulties, physical disabilities and emotional difficulties. We have a small number of pupils and parents who have visual, hearing and physical impairments who access the environment with walking and standing frames and have access to specialist seating and wheelchair

Action plan 2023-2025

Action 1: Increasing the extent to which disabled pupils can participate fully in the curriculum

At Folly View Primary School we believe that all pupils should be enabled and encouraged to participate fully in the life of the school. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within streamed or mixed ability, inclusive classes. Teachers at Folly View Primary School plan and deliver fun, engaging, and interactive lessons. Planning is scaffolded to consider individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas. All teachers and teaching assistants have the regular and relevant training to enable them to teach and support pupils with a variety of disabilities. It is a core value of the school that all children are enabled to participate fully in learning and demonstrate our core values of Inspire, Believe & Achieve in school and the wider community. All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target / Aim	Action	Time Scale	Who	Success Criteria / Outcomes
Ensure the school curriculum is fully accessible to all pupils including those with a disability.	<ul style="list-style-type: none"> <li>• Audit school population (pupils/parents/staff) to identify those with a disability and specific needs in order to identify those who may need additional or different provision.</li> <li>• Set up a system of individual access plans for disabled pupils when required (including Personal evacuation plans, personal care plans etc)</li> <li>• Ensure all staff are aware of disabled children's curriculum access.</li> <li>• Increase confidence of all staff in scaffolding the curriculum through relevant CPD and specialist input</li> </ul>	Reviewed termly	SENDCo, Class Teacher, TA's	<p>Disability and medical records are up to date for current school population and parents. Appropriate provision and adjustments are in place where necessary.</p> <p>All staff aware of individuals needs and plans as appropriate.</p> <p>Raised staff confidence in strategies for scaffolding and increased pupil participation and progress.</p>

	<ul style="list-style-type: none"> <li>• Ensure classroom support staff have specific training on disability issues.</li> <li>• Make sure necessary software is installed where needed and appropriate training given. Use ICT software to support learning</li> <li>• Complete additional staff training to support children with physical disabilities in early years.</li> <li>• Subject audits will be completed with each subject leader to further discover scaffolding within each subject.</li> </ul>			<p>Lesson observations demonstrate improved skills in using a range of strategies to support children's needs.</p> <p>Wider use of SEN resources in classrooms</p> <p>Advice is sought where needed from FLT lead SENDCo or relevant OCC team.</p>
Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.	<ul style="list-style-type: none"> <li>• Carry out audit of clubs attended, trips and visits by disabled pupils involvement in school community and wider school life (School Council etc.)</li> <li>• Designated TAs are used to support an individual's SEND needs (after school clubs, playtimes) (Additional funding can be accessed through OCC)</li> <li>• Specific risks will be identified through risk assessments for children with disabilities.</li> </ul>	03/24	SENDCo, Class Teacher, Head of School	<p>Disabled pupils attend a variety of after school clubs and play an important role in the school community.</p> <p>Children with disabilities access school trips, special events and are supported at play times.</p> <p>Disabled pupils feel safe and well supported as an active member of school life.</p>
Action 2: Improving the physical environment of the school				
<p>We have a wide range of equipment and resources available for day-to-day use. We continually review resourced provision in light of needs. To meet individual, specific needs, provision will be adapted based on assessment, advice and guidance of health and other professionals. In order to ensure that the school is fully accessible we continue to consult with specialist teachers, advisors and professionals when considering the purchase of specialist equipment or investment in structural changes.</p>				

Target / Aim	Action	Time Scale	Responsibility	Success Criteria / Outcomes
To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.	<ul style="list-style-type: none"> <li>To create access plans for individual disabled pupils as part of the SEN profile process when required</li> <li>Be aware of staff, governors and parent's access needs and meet as appropriate.</li> </ul>	09/23  Reviewed termly	SENDCo/ Headteacher	<p>All staff, parents, pupils and governors feel confident their needs are met at school.</p> <p>Children have full access to all school activities.</p> <p>Visually impaired people feel safe and confident to access and negotiate the school grounds</p> <p>Hearing impaired people are offered alternative communication methods.</p>
To ensure that the physical and visual environment is engaging, informative and suitable for all	<ul style="list-style-type: none"> <li>The school to consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning improvements.</li> <li>Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support communication</li> </ul>	Reviewed termly	SENDCo/ Site Manager	<p>All disabled/SEN pupils and staff working alongside them are safe in the event of a fire.</p> <p>All fire drills are successful and children are evacuated efficiently PEEPS are in place for children with hearing, visual and physical or hidden disabilities where required.</p>
Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.	<ul style="list-style-type: none"> <li>Playground, steps, fire exit signs and markings need to be clear and regularly refreshed. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this</li> </ul>	Reviewed termly	Head of school / SENDCo / Site manager	Ensure safety of all children in the case of an emergency. PEEPs in place.

### Action 3: Improving access to information for disabled pupils/parents

As a school 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 schools ICT 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. In planning to make written information available the school will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target / Aim	Action	Time Scale	Responsibility	Success Criteria / Outcomes
Review information to parents/carers to ensure it is accessible ensuring that parental preference is adhered to.	<ul style="list-style-type: none"> <li>• Provide information and letters in clear print and clear, simplified English.</li> <li>• Meetings with parents include a mixture of communication methods.</li> <li>• Ensure website and all document accessible via the school website can be accessed by the visually impaired.</li> <li>• Increase the variety of ways parents can access communication from school e.g. text messages, email, phone calls and paper copies are all available</li> </ul>	Reviewed termly	School Office/ all staff School Office  Headteacher / Website manager	<p>All parents receive information in a form that they can access or prefer.</p> <p>All parents receive the necessary support in completing forms and accessing information.</p> <p>All parents understand what the headlines of the school information are</p>
Ensure all staff are aware of guidance on accessible formats	<ul style="list-style-type: none"> <li>• Guidance to staff on dyslexia and accessible information</li> <li>• Staff feel confident to produce their own information/ documents that follow these guidelines.</li> <li>• Develop child friendly profile review formats.</li> <li>• Annual review information to be as accessible as possible</li> </ul>	Reviewed termly	SENCo	<p>Staff are more aware of pupils preferred method of communications and use these in class.</p> <p>Parents feel supported and empowered to access information about their children.</p>

