



## FOREST ACADEMY

### ACCESSIBILITY PLAN 2018-2020

#### Introduction

**School's duties around accessibility for disabled pupils:** Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish an Accessibility Plan to show how they will meet these duties.

The Equality Act 2010 defines a disability as 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.' Under this definition, learning difficulties such as developmental delay, dyslexia, autism, hearing or visual difficulties are classified as disabilities.

This **Accessibility Plan** forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The Governing Body has three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access around and throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- To support all parents and carers in our school community

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
<b>Access to Premises/Physical Environment</b>					
To improve the surface of the decking in wet/icy weather so it is safe for all users	<p>To commission a formal assessment of the existing surface and how it could/should be improved.</p> <p>To cover existing surface with surface offering more friction and stability.</p>	Sept 2017	Cost to be determined following assessment	(bursar) BG (caretaker) AG/LR (heads) Premises c'ttee	<p>Decking outside classrooms is accessible in all weather.</p> <p>This is under constant review to ensure surface is safe for users. If this is not the case alternative entrances/exits are used. Feb 19</p>
To improve the main doors so that access by a wheelchair user does not require both external doors to be opened	To cost up doors that would be wide enough for a wheelchair	Jan 2018	Cost to be determined following assessment	(bursar) BG (caretaker) AG/LR (heads) Premises c'ttee	<p>A wheelchair user can access the main entrance by only opening one door.</p> <p>Bid for new reception area will be completed through the CIF process 19/20. This will include disabled access. Feb19</p>
To provide appropriate changing facilities for children	To incorporate an approved changing area into disabled to enable children to be changed safely and appropriately.	Sept 2018 (school)	Cost to be determined following assessment	(bursar) BG (caretaker) AG/LR (heads) Premises c'ttee	<p>All children have access to appropriate changing facilities.</p> <p>Changing facilities are located within the Nursery toilet. These are accessed by nursery/reception children as well as individuals as required Feb19</p>
To provide a sensory experiences in an appropriate space and designated quiet areas to support children with C&I and SEMH needs	To install sensory resources within identified areas	Jan 2018	Cost to be determined following assessment	ZH (SENCO) (bursar) BG (caretaker) AG/LR (heads) Premises c'ttee	<p>Planned interventions for children with sensory needs can be implemented</p> <p>Children who are anxious/angry have a safe space to calm down.</p> <p>Individual resources are available to individual children</p>

					as necessary. These are kept within classrooms so easily accessible for children. Feb 19
<b>Access to Curriculum (Learning and Social)</b>					
Implement and embed ELKLAN throughout school	Work with all staff, including new colleagues to implement ideas	ongoing	None	ZH (SENCO) SG (Asst Head)	Decreased anxiety for children and better curriculum access.  This is an ongoing project. Communication friendly status will be renewed from Sept 19.
Implementation and embedding of Talk 4 Writing teaching throughout EYFS and KS1 as part of speaking and listening project	Training to be given to all teachers and key staff.	ongoing	Cost of individual training	SG (Asst Head and Lit lead)	Speaking and listening continues to be high priority and children given opportunities to use speaking and listening skills.  Used well within EYFS and KS1. Feb 19
Purchase portable RedCat soundfield systems	Explore costs Identify children who may experience glue ear or some hearing loss Evaluate impact	By July 2018	Cost of soundfield system (up to £1000??)	ZH (SENCO)	Increased curriculum access for children with glue ear/ mild hearing impairment.  The need for this will be accessed Spring 19
Purchase of Makaton resources to support children in EYFS and KS1	Explore cost and training needs for all staff working in EYFS and KS1	Spring 19	Cost to be determined by CE	ZH (SENCO)	All children will be supported by signing as well as those that have had it as recommendations.
Installation of acoustic panels into shared area in EYFS to help reduce noise	Panels will be costed	Spring 19	£1600	(bursar) BG (caretaker) AG/LR (heads) Premises c'ttee	The noise will be reduced in areas of the EYFS to support learning.  Panels will be installed spring half term Feb 19

Access to Training/ Information					
Annual audit of whole staff expertise and training needs	Create audit template Ask staff to complete Analyse outcomes	Every autumn term	TBD	ZH (SENCO) SLT	School aware of staff expertise and needs  To be completed asap Feb 19
Whole school training for dyslexia	Organise the training	Spring 2018	None- HUB	ZH (SENCO)	All staff aware of implications of dyslexia  Classrooms are showing greater dyslexia friendly resourcing SEN review Jan 19
Other training in response to identified needs,	Organise the training Liaise with SEN HUB	ongoing	None- HUB Or HUB Buy-In	ZH (SENCO)	Increased understanding of SEND SEND review being completed Spring/Summer 2019 Feb 19
To develop library of useful resources for staff to access and to participate in creation of HUB online resource library.	Liaise with SEN HUB	Ongoing	£500 for books and resources	ZH (SENCO)	Increased understanding of SEND Material made available and added to as resources are made available Feb19
Makaton training	Organise after resourcing has been purchased and implemented. Depending on need	Summer 19	£1600	ZH (SENCO)	Makaton is embedded into EYFS practise and KS1.  Level 1 -4 training will be provided to 16 staff members across EYFS and KS1 by Summer 19.