

Fallings Park Accessibility Plan Summer 2019 to 2022

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in schedule 10, relating to Disability, of the Equality Act 2010.

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

At Fallings Park:

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Fallings Park plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The School is required to:

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-

school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- Improving access to the physical environment of schools. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.

Ensure Best Access to the Curriculum				
Target	Action	Persons Responsible	Success Criteria	Time Scale and Resources
1. All teachers differentiate the curriculum appropriately for the pupils in a whole class setting.	Ensure differentiation at planning level according to ARE and disability need. Year Leaders to ensure consistency of planning and differentiation across classes.	Class Teachers and Year Leaders	All pupils engaged in appropriate relevant activities. All in-class and targeted support used well. Resources well used to support learning. Appropriate, SMART IEP targets being met by children. All pupils fully engaged in all relevant activities. Increased independence of all pupils able to use support sheets independently as often as possible.	Commence Sept 2019
	Implement nurture group where appropriate when whole class teaching implemented.	Senior Leaders	SEND pupils make good progress – analysis of in year data.	Commence Sept 2019

	Marking and Feedback policy reviewed and access improved to account for all learning styles.	Class Teachers	The CPT marking and feedback model allows pupils to talk about and act upon teacher feedback. Senior Leaders to interview and monitor through 'pupil voice'	Commence Sept 2019
2. Improve access to verbal instructions and teacher delivery	Implement use of chest microphone for use with hearing aids	Class teachers, HI support from WCC	H.I pupils able to access teacher instruction, modelling and explanation.	Continue January 2020 and onward.
3. Improve access to full curriculum for all pupils	Involvement and support of outside agencies to share their expertise to ensure the needs of the child are catered for.	OT Physio SALT L Dunn W Mckinnon Outreach Inclusion Support	Pupils with disabilities are best able to access the full curriculum and reach their full potential.	Commence Sept 2020

Ensure Best Access Written Information				
Target	Action	Persons Responsible	Success Criteria	Time Scale and Resources
1. Ensure best access to information contained in all worksheets	Include as a focus on work scrutiny at least once in the annual cycle of book scrutiny.	Senior Leaders VI support WCC	Appropriate font size, colour and style for those pupils with additional needs. Positioning of pupils is taken into account. Worksheet in hard copy or using IPAD according to pupil need.	Commence April 2020
2. Ensure best access to information and instructions on Smart Board.	Include as a focus during lesson delivery at least once in the annual cycle of teaching observation	Senior Leaders	SMART board presentations are readable by all pupils from all points of the classroom.	Commence April 2020

Ensure Best Access to the Physical Environment				
Target	Action	Persons Responsible	Success Criteria	Time Scale and Resources
1. Ensure all exits are secure and safe according to the age and development of pupils	All Early Years doors to be replaced in order that pupils cannot exit whilst meeting fire regulations KS1 Nurture Room door handle altered to meet the needs of the pupils whilst in line with fire regulations		Pupils able to circulate Early Years corridor/ KS1 Nurture Room safely without undue supervision.	Commence April 2020
2. Ensure that all toilet facilities are accessed equally according to SEND and gender and that pupils feel safe	Refurbish Key Stage 1, Lower Key Stage 2 and Upper Key Stage toilets		Open access to toilets in areas identified in: - KS1 - LKS2 - UKS2	Commence December 2019
3. Ensure that corridor access is clear and accessible to wheel chairs users	Improve door access and opening at: - LKS2 corridor - Central Hall - Key Stage 1 corridor		Doors either removed or replaced with magnetic holders to help through flow of pupils traffic and improve access for wheel chair users.	Commence December 2019
4. Improve access to main school building /meeting rooms for visitors	Meeting Rooms refurbished and relocated		At least two locations in school have Meeting Rooms accessible to wheel chairs users.	Commence January 2020
5. Improve accessibility to all learning areas for all pupils	Ramps located where appropriate so areas can be accessed easily.	SLT	All pupils are able to best access the school site.	Commence January 2020

To be adopted at Curriculum and Standards committee meeting 11/5/21.

Additional actions for physical environment to be identified on Governor Learning Walk.

Review September 2022.