



Foxyards Academy Accessibility Plan 2020-2023

This Accessibility Policy and Plan are drawn up in compliance with the current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and*
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities*

At Foxyards Primary School, we are committed to providing an accessible environment which values and includes all pupils, parents, visitors regardless of the education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop cultural awareness, tolerance and inclusion.

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We feel that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

Foxyards Primary School plans, over time, to ensure accessibility of provision for all pupils, staff and visitors to the school. This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan is drawn up to cover a three year period. Foxyards Primary School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. The plan will be updated annually and contain relevant information in relation to:

- Improving 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
- Increase access to the **curriculum** for pupils with a disability, explaining and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as 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, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe

We acknowledge that there is a need for ongoing awareness – raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.



The Accessibility Plan should be read in conjunction with the following policies and documents:

- Curriculum
- Single Equality
- Health and Safety
- Behaviour
- School Improvement Plan
- Asset Management Plan
- Teaching and Learning

The School's Special educational needs and Disabilities Policy ensures that staff identify, assess and arrange suitable provision for pupils with Special Educational Needs and Disabilities. Working with the LA and Educational Psychologists, the SENDCo manages the Statutory Assessment Process, ensuring that additional resources are available where appropriate.

Foxyards Primary school works closely with a range of specialist services including:

- Dudley Learning Support and SEND team
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy
- Acorns outreach

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It will be revisited prior to the end of each three-year plan period in order to inform the development of the New Plan for the following period.



1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SENDSCO	Termly meetings with parents/carers – Termly consultations Termly Provision map meetings with SENCo	Time allocated	In place and ongoing	Parents/carers fully informed about progress engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT / Senco/ School nurse	Epipen training Intimate care policy and trained staff Training from SALT, social communication team, behaviour and learning support team, sensory support team, play therapist Access to courses, CPD Online resources for CPD shared with staff Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc. Key staff to be team teach trained	Training time TA time allocated	In place and ongoing: Epipen Training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources to increase access to the curriculum for all pupils	Senco/ SLT	Strategic deployment of support staff/inclusion teacher Use of ICT Numicon training/ increased use of maths manipulatives	Specific apps to support learning on ipads	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual learners	Senco/SLT	Pastoral support, timetable adaptations Speech and language therapy programmes Specific training in word processing skills through Dance Mat touch type Programme Use of access arrangements for assessment/National tests	Kayti Loom daily Independent speech therapist half termly Occupational therapy/Sensory team/Physio as required	In place and ongoing	Needs of all learners met enabling positive outcomes



<p>Appropriate use of specialised equipment to benefit individual pupils and staff</p>	<p>Senco</p>	<p>iPads available to support children with difficulty recording Sloping boards for pupils with fatigue problems or physical disability Coloured overlays for pupils with visual difficulty (Reading Rulers) Specially shaped pencils and pens for pupils with grip difficulty Use of wedge/wobble cushions Use of weighted blanket, chew toys, fiddle toys, sensory diet toys</p>	<p>Specialist equipment as listed</p>	<p>In place &/or to be ordered as required</p>	<p>Increased access to the Curriculum Needs of all learners met.</p>
<p>Improve educational experiences for hearing impaired pupils</p>	<p>Senco</p>	<p>Daily maintenance and use of radio aids when required Consider hearing loop/soundfield systems if recommended Consult Hearing Impairment team</p>	<p>Installation of equipment</p>	<p>In place when required - regular visits from sensory support team.</p>	<p>Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.</p>
<p>All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils</p>	<p>SLT/Senco/Staff leading clubs</p>	<p>Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements</p>	<p>Any specialist equipment needed to allow a child to access a club</p>	<p>Ongoing</p>	<p>Increased access to the extra-curricular activities for all pupils with SEND.</p>



2. Improving Physical Environment					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets	ZL	Maintain wheelchair accessible toilets with clinical waste bins Ramps to be available from dingin room to KS1 and from playground to KS2	Maintenance costs	In place and ongoing	Physical accessibility of school increased
Access into school and reception to be fully compliant	ZL/ WH	Designated disabled parking Wide doors and corridors		In place	Physical accessibility of school increased
Improvements to help the visually impaired	KS / HT	External steps highlighted in yellow/non-slip paint – some may need repainting where they have faded. KS 1 playground – steps and ramp highlighted in yellow	Cost of materials and labour	Ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	KS/HT	Install hearing loop/soundfield when necessary Alarm linked to fire alarms	Cost of equipment/ installation	Future plan	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	KS/HT	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs	In place	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	KS/HT	Ensure that pathways are kept clear of vegetation	Cost included in ground`s	Ongoing	People with disabilities can move unhindered along