

South Farnham School Accessibility Policy & Plan

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

1. South Farnham School is 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.
2. South Farnham School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An accessibility plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - 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.
 - 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, timetables, text books and information about school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the

end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
7. Information about our Accessibility Plan will be published on the school website.
8. The plan will be monitored by the Local Governing Body.
9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Identifying Barriers to Access (Checklist)

How does your school deliver the curriculum?

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| | Requirements met / partially met/ not met |
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | Requirements met |
| Are your classrooms optimally organised for disabled pupils? | Action on request. |
| Do lessons provide opportunities for all pupils to achieve? | Requirements met |
| Are lessons responsive to pupil diversity? | Requirements met |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | Requirements met |
| Are pupils encouraged to take part in music, drama and physical activities? | Requirements met |
| Do staff recognise and allow mental effort expended by some disabled pupils, for example using lip reading? | Action on request. Consult with external agencies and SENCo for support |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? | Action on request. Consult with external agencies and SENCo for support |
| Do you provide access to computer technology appropriate for students with disabilities? | Action on request. Consult with external agencies and SENCo for support |
| Are school visits made accessible to all pupils irrespective of attainment or impairment? | Action on request. Consult with external agencies and SENCo for support |

| | |
|---------------------------------------------------------------------|------------------|
| Are there high expectations of all pupils? | Requirements met |
| Do staff seek to remove all barriers to learning and participation? | Requirements met |

Priorities for Action

Continue to identify appropriate training for teachers and teaching assistants to enable them to support the children in their care.

Continue to develop the awareness of teachers and teaching of different learning styles to meet the needs of children.

Is your school designed to meet the needs of all pupils?

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| | Requirements met / partially met/ not met |
| Does the size and layout of areas – including academic, sporting, play, social activities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting activities, playgrounds allow access to all pupils? | Requirements met |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? | Requirements met. The school is on one level and access is not limited. Disabled toilets are available for use by pupils |
| Are pathways of travel around the school site and parking arrangements safe, steps, stairs, routes logical and well signed? | Requirements met |
| Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components? | Termly Fire Drills are completed and any pupil with specific requirements will be identified and accommodated |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? | Requirements met |
| Are all areas to which pupils should have access well lit? | Requirements met |
| Is furniture and equipment selected, adjusted and located appropriately? | Furniture and equipment is selected and adjusted following consultations and recommendations of external agencies and the SENCo |

Priorities for Action

Continue to develop facilities to support the needs of pupils registered at the school.

How does your school deliver materials in other formats?

| | Requirements met / partially met/ not met |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standards forms of printed information? | Action on request |
| Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams? | Staff deliver lessons and information following recommendations of external agencies and SENCo |
| Do you have facilities such as ICT to produce written information in different formats? | Action on request |
| Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? | Training is ongoing for all members of staff to ensure best practice |

Priorities for Action

Continue to develop staff knowledge of technology and practises to support the needs of pupils.

Improving the Physical Access at South Farnham School

| Item Ref. | Item | Activity | Timescale | Cost |
|-----------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 1 | ENTRANCES | On renewal ensure visitor intercom has LED display & Induction Loop | On Renewal | |
| 2 | INTERNAL DECOR | Well contrasted colours between wall and floor colours to distinguish between surfaces. Maintain current contrast as areas redecorated. | Rolling plan | No additional costs |
| 3 | UPSTAIRS CLASSROOM PROVISION | Assess feasibility of stair lift if required or swap Year 3 and Year 4 classrooms. | As required. | Not required at present |
| 4 | FACILITIES | Provide a number of chairs with arm rests | As required. | As required |
| 5 | DOORS | Doors to be opened for wheelchair users by the designated Learning Support Assistant. All doors wide enough for wheelchair access. | As required, consult with Physical Support Team, Occupational and Physio-therapists, LA to agree best support for individual pupils. | Not required at present |
| 6 | RAMPS | Ramps installed at all main entrances and exits. Maintained on rolling programme. | Rolling plan | No additional costs |

Improving the Curriculum Access at South Farnham School

| Target | Strategy | Outcome | Responsibility | Monitoring | Achievement |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Training for teachers on differentiating the curriculum | Undertake an audit of staff training requirements | All teachers are able to meet the requirements of disabled children's needs with regards to accessing the curriculum | Leadership Team and Curriculum Leaders | Half-termly Pupil Progress Meetings | Improved access to the curriculum |
| Audit of pupil needs and staff training needs to meet those needs | Review the specific needs for pupils living with disability, in terms of basic daily living skills, relationships and future aspirations | Teachers aware of the relevant issues and can ensure that this group has equality of access to life-preparing learning. The use of other professional partners has been made available | Inclusion Leader | Half-termly Pupil Progress Meetings will monitor progress of pupil needs | Pupil needs and Teachers training needs are being met and access to the curriculum is increased |
| All out of school activities are planned to ensure, where reasonable, the participation of the whole range of pupils | Review all out of school provision to ensure compliance with legislation | All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Leadership Team Class Teachers | Out-of-School Provision clubs and trips to be reviewed by organiser | Increase in access to all school activities for all disabled pupils |
| Availability of written material in alternative formats when specifically requested | The school will make itself aware of the services available for converting written information into alternative formats | The school will be able to provide written information in different formats when requested for individual purposes | Inclusion Leader Office Staff | Ensure pupil record is updated with alternative format & a list kept of alternative format requests | Delivery of information to disabled pupils and parents improved |