ACCESSIBILITY PLAN 2023 to 2026

Status	Approved	**Approval**	Headteacher (F&R)
Review frequency	Three Years	**Author (role)**	Headteacher
Date first written	October 2017	**Date last approved**	October 2026
Date of next review	October 2027	**Date withdrawn**	N/A

Introduction
The Equality Act 2010 states that schools must have an Accessibility Plan. This has been prepared in compliance with paragraph 3 of schedule 01 to the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

Definition
According to the Equality Act 2010 a person has a disability if:

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

Key Objectives of this plan

- To raise awareness of disability issues
- To eliminate any barriers to learning and participation for children, and prospective children, with a disability (curriculum, teaching and learning, school visits, enrichment)
- To ensure all children can take advantage of the schools physical environment and grounds so they benefit from full educational provision
- To ensure that parents are able to access all school communications

Aims
Foxhills Federation aims to:

- treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage.
- work closely with children with disabilities, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.
- Be active in promoting positive attitudes to people in the school with disabilities and in planning to increase access to education for all children with disabilities.
- Continually reflect on our strategies and look at ways to improve accessibility through data collection, questionnaires and parental discussions.

General information
The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.
The plan will be reviewed every **three** years and approved by the Governing Body, it will be monitored annually by the Finance and Resources Committee.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA:

- Increasing the extent to which disabled pupils can participate in 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 the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery of information provided to disabled pupils, which will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils). Examples might include hand-outs, timetables, textbooks and information about school events. The information should take account of the pupils disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Contextual Information
Foxhills infant school is a level access building which is entirely accessible to wheelchair users from external access and egress routes. There are two sets of stairs in the building which cannot be accessed by wheelchair users. One set of stairs are located in the main entrance, the second set lead into year one from year two. Wheelchair users can access all parts of the building via the hall and external pathways.

Our junior school is a two story building. There is a stair well which cannot be accessed by wheelchair users.

Both schools have toilets with access and facilities for children with disabilities including wheelchair access.

Wheelchair access for the junior school: Wheelchair access is available into the building but there is no wheelchair access to the upper floor. Children with mobility disabilities, in classes on the first floor, will be risk assessed by all relevant agencies (including Fire Officer and OT). A new Evacuation Chair is situated on the first floor and training provided.

There is disabled parking on site. All areas of the school grounds are accessible to wheelchair users, although a woodland area at the rear of the school grounds may give restricted access without an appropriate "rough terrain chair" even if accompanied by an adult.

Children with disabilities within Foxhills Schools
As inclusive schools, and aiming to meet the needs of all children, we welcome children with physical disabilities and/or cognitive learning difficulties. As soon as children join either school, we liaise closely with all LA professionals to ensure our physical and emotional environment and educational provision meets their needs and enables them to thrive (so they reach their full potential).

We have a number of children with medical conditions which all staff are aware of. Inhalers and other medicines are kept in classroom medical bags and these move with a nominated member of the class around the school so that children have access to medication at all times.

All our staff are First Aid trained and hold current First Aid certificates. All non-emergency medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are completed by parents, outlining the amount and time of the medication. All medication administered is recorded and all medication held on site is recorded.

PEEPS (Personal Emergency Evacuation Plans) are updated annually or when needs change. We work closely with Parents to keep these plans up to date and fit for purpose.

Activities that take place within the school

a) Education and related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
b) Physical environment
The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved

access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. The school will also implement reasonable adjustments as identified by the DDA Advisory Service audit.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This plan will contribute to the review and revision of related school policies e.g. School Development Plan, Continuing Professional Development for all staff, Building and site development plan, SEND policy, Equalities Policy, and Curriculum policies.

Right of Complaint

If a parent thinks their child has been discriminated against, they have a right of redress by making a claim within the schools formal complaints procedure and /or of contacting the SEND and Disability Tribunal (SENDIST).

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AIM: Increase full curriculum access to all children with short term or long term disabilities.

Action	How will this be achieved	What will this look like when we are successful	How will we monitor our progress and achievements
To raise awareness of disability issues	Ensure the accessibility plan is regularly reviewed by governors Ensure all policies consider disability implications	Stakeholders will know how disabled children are affected and how this is overcome The provision will be kept under review: targets will be regularly reviewed.	Finance and resources committee Outcomes for pupils Learning walks Team work scrutiny
To eliminate any barriers to learning and participation for children, and prospective children, with a disability (curriculum, teaching and learning, school visits, enrichment)	Provide training for staff to improve knowledge and understanding of specific conditions and neurodevelopmental impact Support staff in making adaptions to curriculum and lesson design to ensure all children are enabled and can fully participate in our full curriculum offer.	Staff will understand children as unique individuals and will be making adaptions to task design, learning resources, aids to ensure curriculum content is accessible	
To ensure all children can take advantage of the schools physical environment and grounds so they benefit from full educational provision	Provide specialist equipment to enable all children full participation Audit the grounds, and the curriculum offer to ensure all children can fully participate Work with third party providers to ensure their offer enables all children to participate Keep PEEPS under constant review	Resources and equipment will be available to enable all children to access curriculum content Children will be able to access enrichment opportunities Children will be safe at all times and will have accessible mobility around the classroom and school site	
To ensure that parents are able to access all school communications	Ensure all written communication complies with legislation	All parents will be fully involved in all aspects of school life.	

To meet the needs of individuals during stator end of KS2 tests	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc. will be applied for as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	
Written/Other Information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, to access parent's evenings.	Staff to hold parents evenings by phone or send home written information.	Parents are informed of children's progress	termly	

APPENDIX 1

IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This list help us identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.

Section 1: How does your school deliver the curriculum?	YES	NO
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils? **As necessary**		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve learning to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Do staff recognise and allow for the additional time required by some disable pupils to use equipment in practical work? **Where appropriate – HCC advice followed**		
Do staff provide alternate 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? **HCC advice followed**		
Do you provide access to computer technology appropriate for students with disabilities? **HCC advice followed**		
Are school visits made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectations for all pupils?		
Do staff seek to remove all barriers to learning and participation?		

Section 2: Is your school designed to meet the needs of all pupils?	YES	NO
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		
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? **DDA advice followed**		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
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?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment? **LA advice followed**		
Is furniture and equipment selected, adjusted and located appropriately?		

Section 3B How does your school deliver materials in other formats?	YES	NO
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 standard forms of printed information? **When requested reasonable adjustments are made**		
o 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? **When necessary**		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		

APPENDIX 2
REASONABLE ADJUSTMENTS

Reasonable adjustments meet the statutory requirements when they:

- Act to prevent disabled pupils being placed at a substantial disadvantage
- Are aimed at all disabled pupils · Are anticipatory · Enable pupils to participate in education and associated services

When deciding if a reasonable adjustment is necessary to avoid placing disabled pupils at a substantial disadvantage, our school will consider the potential impact on disabled pupils in terms of:

- Time and effort · Inconvenience · Indignity or discomfort · Loss of opportunity · Diminished progress

We will endeavour to make reasonable adjustments for disabled pupils at different levels of school life:

- For the individual disabled pupil · In their practices and procedures · In their policies

Consequently we will need to:

- Plan ahead
- Identify potential barriers
- Work collaboratively with disabled pupils, their parents and others
- Identify practical solutions through a problem solving approach
- Ensure that staff have the necessary skills
- Monitor the effect of adjustments on a pupil's progress

We will fully involve the commitment of:

- Governors · Headteacher · SENCo · Teachers and all other staff

We will know we are succeeding in making reasonable adjustments when disabled pupils are participating fully in school life. This includes:

- In the classroom · In the "school curriculum" · At break times, lunchtime and outside of the school day

And when:

- Disabled pupils feel part of the life of the school
- Disabled pupils are included by their peers in all parts of school life
- Parents feel their disabled child is part of the life of the school
- Staff feel confident in working with disabled pupils

APPENDIX 3
REASONABLE ADJUSTMENT DEFINITION

Though this list is not definitive, 'Reasonable Adjustments' might include:

- Speaking to children (generally) and specifically (actual child) to seek reasonable adjustments they request.
- Speaking to parents/guardians and respond where possible to their requests of specific adjustments.
- Contacting and receive support from relevant County Officers to support provision of adjusted and differentiated parallel activities.
- Locating/placing children closer to the front of class and nearer to children for additional support.
- Involving peers of disabled children to additionally promote understanding and respect.
- Have regular and trained staff which are accessible to all staff teaching and non-teaching and therefore can support children in every location of the school community.
- Creating adjusted/flexible individual timetable and providing reduced formal learning and if/when appropriate learning from home e.g. flexi-learning.
- LSA giving access/ support to pupil.
- Making addition support available from funding accessed through the EHCP process
- Ensuring a smooth transition as we receive children from other providers, e.g. pre-school, parallel schools.
- Having greater extra-sensitivity and awareness of bullying and name-calling if disability is particularly physical.
- Giving detailed pre-planning for trips so child can access non-school based experiences.
- Using contrasting materials for children with skin sensitivities e.g. not sand tray but pasta tray.
- Liaison between SENCO and external agencies and disseminate training to all staff.
- Creation of physical class timetables which is usable to all children.
- Supporting children with emotional/behavioural issues with 1-1 support from ELSA to therefore access the curriculum.
- Having home/school communication diaries to support home/school links, particularly if parents work full-time and are unable to visit school staff on a regular basis.
- Ensuring staff are available through class release time to meet and/or telephone parents particularly if they work full-time and are unable to see staff at start/end of school day.
- Making use of visual stimulus and prompts e.g. Makaton to support access to learning.
- Providing learning mentors if child has e.g. behaviour issues to support child and parents.
- Regular staff review of practice and reasonable adjustments to ensure evaluations hone good practice through reflections.
- Creation of an open culture, where staff are comfortable to share any anxieties they may have. This is a continually developing process.

'Reasonable adjustment' will be successful if staff have a positive attitude towards inclusion, for example:

- Having a "can do" attitude from all staff.
- Taking a proactive approach to identifying barriers and finding practical solutions.
- Building strong collaborative relationships with pupils and parents.
- Being a meaningful voice for pupils.
- Taking a positive approach to managing behaviour.
- Giving strong leadership by senior management and governors.
- Having a proactive approach to staff training and development.
- Using expertise from outside the school.
- Building disability into resourcing arrangements.
- Having a sensitive approach to meeting the impairment specific needs of pupils.
- Regularly reviewing and evaluating attitudes, policy and procedures.
- Be a role model and promote positive images of disability.