

# Folville Junior School

## Accessibility Plan



# 2024

|                            |                         |                         |
|----------------------------|-------------------------|-------------------------|
| <b>Approved by:</b>        | Mr Wells (Head Teacher) | <b>Date:</b> March 2024 |
| <b>Last reviewed on:</b>   | November 2023           |                         |
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## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

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

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that our school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## Discrimination

'A responsible body' discriminates against a disabled person if;

- For reasons which relate to his / her disability, it treats them less favourably than it treats or would treat others to whom the reason does not or would not apply, and
- It cannot show that the treatment in question is justified.

In line with the Disability and Discrimination Act (2001) School Practice, provision is guided by the Disability and Discrimination Code of Practice for Schools.

## Vision

Our vision for Folville Junior School is simple- a safe and loving environment which allows all its pupils, parents and staff the opportunity to thrive both academically, socially and emotionally.

## Admissions

Admissions to Folville Junior School follow LA admissions procedures. We will not discriminate against any child with a disability and will take all reasonable steps to provide effective educational provision and appropriate modification to the building where necessary. (see admission policy)

## **Pupil Data**

At present, academic year 2023-24 we have 6 pupils in the school who are included in the DDA definition of disability. We consult with local schools to gain advance information of pupils with a EHCP, who may also be disabled and through parents who register direct at the school.

Under the Equality Act 2010 disability is defined as ‘a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-day activities’. Substantial is more than minor, e.g. it takes much longer than it usually would to complete a daily task like getting dressed. Long Term – means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

Further information regarding the presence of disabled pupils in the school and the pattern of their participation in the life of the school can be found in their individual folders.

## **Exclusions**

LA exclusion procedures are followed to ensure that no disabled child is discriminated against by exclusion whether fixed term or permanent.

## **Curriculum and Life of the School**

At Folville Junior School we ensure that disabled pupils are not placed at a substantial disadvantage in comparison to pupils who are not disabled in accessing the curriculum, daily routines, extra curricular activities and school facilities.

The School recognises its duty to take reasonable steps or adjustments for all disabled pupils, and the School will therefore anticipate needs. The School recognises its duty to consider the broad range of needs and requirements of all pupils, current and future, and accordingly to plan and make changes to policies, procedures and practices, to ensure that disabled pupils will not be placed at a disadvantage.

In making reasonable adjustments and in drawing up accessibility plans to improve access over time, the School will take into account the LA’s accessibility strategies, the School’s own resources, the health and safety of all pupils, the practicalities of making adjustments and the need to maintain standards for all pupils.

We make the following adaptations to the curriculum and learning environment to ensure all pupils’ needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

If a pupil requires equipment to access the curriculum, the school liaises with agencies in the Local Authority and health services to ensure they are provided with this equipment. For example, a speaker for the hearing impaired, wheelchair ramp, larger textbooks or standing frame.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability. To ensure all pupils are able to access these activities we provide:

- Additional members of staff (especially if a pupil has a physical or behavioural need or an EHCP).
- Offer a range of activities, Minecraft club, railway club, singing, dancing, learning an instrument, photography, football, netball, curling)
- Extra access to areas of the school if needed e.g. wheelchair ramp.

Pupils with SEN are encouraged to be part of the school council. We have a zero tolerance approach to bullying.

The School will take proactive steps to promote disability equality for pupils, employees and service users and has a Disability Non-Discrimination policy that is reviewed every two years. We endeavour to make the curriculum more accessible by following the good practice detailed in:

- Admissions Policy
- Equal Opportunities Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Race Equality Policy
- Curriculum Complaints Procedure
- School Property Plan
- School Improvement Plan
- Behaviour policy

All of the above policies can be found on the school website <https://www.folville.leicester.sch.uk/>

## **Complaints Procedure**

If a parent or carer has a concern or complaint relating to the provision of a disabled child they can arrange to speak to the Headteacher or SENDCo who will be able to give advice on formal procedures for complaints. They will be handled in line with the school's complaints policy (which can be found on the school's website). The Chair of Governors and/or LA (Children and Young People's Services) may be involved if needed. In the case of an unresolved complaint, parents may contact the Special Educational Needs and Disability Tribunal (SENDIST).

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To get parental support please contact SENDIAS in Leicester city.  
<https://sendiassleicester.org.uk/>

## **Monitoring**

The governors will monitor this policy on a regular basis to ensure no pupils are placed at a substantial disadvantage or treated less favourably. They will monitor the success of the policy and the accessibility plan by the low number of parental concerns raised.

## **Review**

As a working document this document will be subject to continuous updating when necessary and will be reviewed every two years by the governing body



## IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This list should help to 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 our school deliver the curriculum?

| QUESTION   | YES | NO |
|--|-----|----|
| Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?   | ✓   |    |
| Are our classrooms optimally organised for disabled pupils? – Where possible within the restrictions of the physical school building.  | ✓   |    |
| Do lessons provide opportunities for all pupils to achieve?  | ✓   |    |
| Are lessons responsive to pupil diversity?   | ✓   |    |
| Do lessons involve work 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 disabled pupils to use equipment in practical work?  | ✓   |    |
| 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 activity? | ✓   |    |
| Do we provide access to computer technology appropriate for students with disabilities?  | ✓   |    |
| Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?  | ✓   |    |
| Are there high expectations of all pupils?   | ✓   |    |
| Do staff seek to remove all barriers to learning and participation?  | ✓   |    |



## SECTION 2: Is our school designed to meet the needs of all pupils?

| QUESTION   | 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?<br>1 disabled toilet requires access through the office, other two are able to be accessed without going through another room.<br>Pupils in a wheelchair have to go outside to access the dining hall due to stairs.                      | ✓   |    |
| 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 special educational needs and disabilities, including alarms with both visual and auditory components?<br>(PEEPS evacuation risk assessment must be completed for any disabled individual)<br>– Staff are aware of key children and where requires for 1-1 support the TA is assigned to the child to support with the evacuation. | ✓   |    |
| Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? – N/A with current cohort.   | N/A |    |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?<br>Recent risk assessment completed for a visually impaired pupil by the Local Authority and all signage clear and affective.  |     | ✓  |
| 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 and noisy equipment?  | ✓   |    |
| Is furniture and equipment selected, adjusted and located appropriately?   | ✓   |    |

### SECTION 3: How does our school deliver materials in other formats?

| QUESTION   | YES  | NO |
|--|--|----|
| Do we 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? | We have provided larger text and paper for pupils in the past within the classroom. Simple language is used within the classroom all the time as part of the differentiation of pupils with SEN. Tasks in the classroom is simplified for SEN and disabled pupils. |    |
| Do we 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?                | ✓  |    |
| Do we have the facilities such as ICT to produce written information in different formats?   | <div>✓</div> Large print, access to Braille if needed through the local authority vision impaired team.  |    |
| Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?   | ✓  |    |

## DDA Initial Assessment Framework

1. Name of School: Folville Junior School

2. What additional facilities are available in school, for disabled individuals, under the following headings:

### General Physical Access

|                                  | Throughout                                       | Part                                | None                                |
|----------------------------------|--|-------------------------------------|-------------------------------------|
| • Lift                           | <input type="checkbox"/>                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| • Stair lift                     | <input type="checkbox"/>                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| • Ramps                          | <input checked="" type="checkbox"/> where needed | <input type="checkbox"/>            | <input type="checkbox"/>            |
| • Handrails                      | <input type="checkbox"/>                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| • Wide Doorways                  | <input checked="" type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>            |
| • Automatic Doors                | <input type="checkbox"/>                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| • Accessible toilets             | <input checked="" type="checkbox"/>              | <input type="checkbox"/>            | <input type="checkbox"/>            |
| • A changing bench for toileting | <input type="checkbox"/>                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| • Hoists                         |  |                                     |                                     |
| ○ Moveable                       | <input type="checkbox"/>                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| ○ Fixed                          | <input type="checkbox"/>                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

Others – please specify

## SECTION 3 – Main School Entrance and Reception

|     |  | Yes or<br>N/A | Partial | No | Your Comments  |
|-----|--|---------------|---------|----|--|
| 3.1 | Is there level access at the main school entrance? (NB: A small threshold step no greater than 12mm can be considered level)<br><br>(‘Yes’ = level; ‘Partial’ = 1 step; ‘No’ = several steps at the entrance and no alternative ramp)                                      |               | ✓       |    | Entrance steps (step 1 =140mm & step 2 = 165mm) alternative access = ramp  |
| 3.2 | If there is a ramp, is it suitable for wheelchair users? (NB: Max gradient 1:12, level landing at top of ramp, handrails.)<br><br>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required)  | ✓             |         |    |  |
| 3.3 | If there are steps, are they suitable for people with walking difficulties?<br>(NB: Handrails to both sides or central, contrasting step edges, even rise to each step)<br>(‘Yes’ = adequate; ‘Partial’ = minor changes required; ‘No’ = substantial adaptations required) |               | ✓       |    | Height of steps see (3.1)<br>Front entrance hand rail to right hand side – no left hand rail access to boiler house steps.<br><br>Consider central handrail.<br>Alternative access via ramp. |

## SECTION 4 – External Areas

|     |  | Yes or<br>N/A | Partial | No | Your Comments  |
|-----|--|---------------|---------|----|--|
| 4.1 | Do routes between buildings provide independent access for wheelchair users?<br><br>(If 'Partial' or 'No', please comment on areas for improvement)                              | ✓             |         |    | Access in and around school suitable for wheelchair users. Ramps situated to access top and bottom playground. |
| 4.2 | What proportion of building entrances have level access for wheelchair users?<br><br>(‘Yes’ = >75%; ‘Partial’ = 25 – 75%; ‘No’ = < 25%. Please comment on areas for improvement) | ✓             |         |    | Main entrance, hall entrance, 3P, entrance to year 4, and 6T.  |
| 4.3 | Is there level access to all unique outdoor areas? (e.g. sports areas, tennis courts, playgrounds, seating areas etc.)<br><br>(‘Yes’ = all; ‘Partial’ = some; ‘No’ = none)       |               | ✓       |    | Portable ramp to access grassed area / log land and the Major Cabin.   |

## SECTION 6 – Emergency Evacuation Plan

|     |   | Yes<br>or<br>N/A | Partial | No | Your Comments   |
|-----|---|------------------|---------|----|---|
| 6.1 | What proportion of your building(s) are easy to evacuate by people in wheelchairs?<br><br>(‘Yes’ = >75%; ‘Partial’ = 25 – 75%; ‘No’ = < 25%. Please comment on areas for improvement)                               | ✓                |         |    | Entrance/Exit with steps no ramps (7) not including toilets/stores on playground. Entrance/Exit with ramps includes the main front entrance (8) 53% = Partial access. |
| 6.2 | Does your Emergency Evacuation Plan include a strategy for evacuating disabled pupils, staff, visitors and community users?<br>(Please note areas for improvement)  |                  | ✓       |    | PEPs to be put in place for SEN children with mobility and sensory issues. (Senco/Class Teacher)  |
| 6.3 | If you have upper floors, are there means to ensure the evacuation of people with mobility impairments?<br><br>(‘Yes’ = adequate; ‘Partial’ = minor changes; ‘No’ = substantial adaptations – please give comments) | N/A              |         |    |   |

## Folville Junior School Accessibility Plan Targets 2024

| Targets  | Strategies   | Outcome   | Timeframe  |
|--|--|---|--|
| Accessibility Plan becomes an annual item at the FGB meetings  | <ul style="list-style-type: none"> <li>Clerk to Governors to add to list for FGB meetings.</li> </ul>  | Adherence to legislation.   | Annually   |
| To carry out an audit of the school's strengths and weaknesses in working with disabled pupils.                                  | <ul style="list-style-type: none"> <li>To ensure all staff are aware of what the DDA requires of them.</li> <li>To assess areas of the curriculum to which disabled pupils may have limited access at the moment.</li> <li>To assess the participation of disabled pupils in extra curricular activities.</li> </ul> | Whole School community awareness and responsibilities. Policies that reflect current legislation.                               | Review annually  |
| Teachers and teaching assistants undergo training in behaviour management strategies.  | <p>Ongoing training and refreshers in positive behaviour techniques and practice.</p> <p>Continuous CPD throughout SLT, inset days, disseminating of learning and sharing strategies, local authority and outside agency reports.</p>  | Teachers and teaching assistants able to meet the requirements of disabled pupils' needs with regards to personalised learning. | Ongoing  |
| Ensuring the school takes proactive steps to promote disability equality for pupils, employees and service users.                | Seek advice from LA regarding the implementation of an effective disability equality scheme. Write Disability Non- Discrimination Policy   | School tackling disability discrimination in a practical way.   | Ongoing  |
| Extend staff skills in visual communication systems: classroom visual cues, signing – BSL, Picture Exchange Communication System | audit of staff skills and interests + pupil needs<br>training opportunities provided by LA and other specialist agencies   | Training provided if required, during staff meetings.   | Ongoing CPD for all staff, bioannual audit of skills and knowledge undertaken. |
| To provide specialist  | Assess the needs of the children in  | Children will develop independent   | Ongoing as part of the graduated   |

|  |  |  |  |
|--|--|--|--|
| equipment to promote participation in learning by all pupils   | each class and provide equipment as needed. E.g. Special pencil grips, headphones, ear defenders.  | learning and personal skills.  | response. Reviewed termly by SENDCo.           |
| To meet the needs of individuals during statutory end of KS2 tests.  | Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. | Barriers to learning will be reduced or removed, enabling children to achieve their full potential.        | Annually reviewed YR6 Class teachers / SENDCo. |
| Communication – 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. Different languages, texted communication and email, website updates.   | To keep all members of the school community informed and ensure that the school remains accessible to all. | Ongoing  |
| To ensure that parents who are unable to attend school, because of a disability, can access parent's evenings.<br><br>Parents who have a disability and attend parent's evenings receive help and support. | Staff to hold parents' evenings by phone, email or send home written information.<br><br>Communication/translators booked for the parent.          | Parents are informed of children's progress.<br><br>Parents are informed of children's progress.           | Ongoing  |

This plan will be reviewed by the school SENDCo, Head teacher and the Governing body every year.