Forefield Community Infant and Nursery School
Accessibility Plan
2023 – 2026

Legislative Context

This plan is constructed in compliance with Equality Act 2010: Schedule 10, Paragraph 3 Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005 and advice provided in 'Accessible Schools: Summary Guidance June 2002'.

Our School Mission

Our school mission is "Learning and Growing Together." This inspires us to fulfil our core values and intentions for all the pupils in school. It underpins the ethos and values of our school and its community.

Purpose

This plan should also be viewed in relation to the following school documents:
SEND Policy
SEND Information Report
Supporting pupils in school with medical conditions policy and procedures.
Behaviour Policy,
Equality and Diversity Policy
Health & Safety Policy

The plan refers to our school's aim to further improve equality and inclusion and focus on the following statutory key areas:

Access to the curriculum: increasing the extent to which all pupils can access the curriculum.

Access to the school environment: improving the physical environment of the school for the purpose of increasing the extent to which all pupils can take advantage of education and benefits, facilities or services provided or offered by the school.

Access to information - improving the delivery to disabled pupils of information, which is readily available to pupils who are not disabled.

The plan outlines short, medium and long-term targets covering the period 2023 to 2026.

A series of actions have been proposed to improve access; these have clear actions, intended outcomes and monitoring and review dates.

This plan was approved by governors on 17th May 2023

The plan will be monitored and reviewed annually and evaluated in July 2026

We have a duty to promote full inclusion of pupils, staff and other school users who are disabled.

Definition of Disability
The definition of disability under the law is a wide one.

A disabled person is someone who has 'a physical or mental impairment which has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.'

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Current Range of Disabilities
The school has pupils with disabilities which include communication and interaction, moderate and specific learning disabilities, complex medical conditions, visual and hearing impairment, social emotional and mental health needs and sensory needs.

Context of the school
The school is a single-story building. There are ramps at the Reception and Year 2 entrance and at the rear of the building and the Year 1 entrance is accessible. In Nursery a toilet has been adapted as is in line with the intimate care policy. There is an

accessible toilet for pupils in the Reception toilets and on the Key Stage 1 corridor. For adults, there are accessible toilets near the staff PPA room and on the KS1 corridor. These toilets are entered from corridors with widened doorways. There is a double door on both Nursery entrances, Reception main entrance, Year 1 and Year 2 entrances. Nursery entrance from the main school has a double door, as does the hall from 3 access points. In Nursery yellow paint is applied to the top and front edge of the classroom steps down to the outside area. An "Icy Weather Plan" is in place to maintain safety for all.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussion.

	Targets	Strategies	Outcome	Time frame	Evaluation
Short Term	To support barriers to learning effected by Speech and Language needs	School Speech and Language Therapist to visit school each half term to assess, provide and monitor programmes so that our pupils with SLCN access the personalised support they need.	All pupils have appropriate approaches to communication and that no pupils are missed and not getting the vital support that they need.	Sept 2024	
	To ensure that all pupils read at least 3 times a week	Pupils with protected characteristics will receive 3 additional reads per week in school.	All pupils will have the support to develop reading fluency and comprehension	Sept 2024	
	To ensure that all pupils make progress from their starting point	Pupils who are working below age related expectations will receive intervention to diminish the	All pupils have appropriate approaches to learning	Sept 2024	

		difference. Adaptive teaching in all classrooms focusing on high quality teaching for all. School will set ambitious targets linked to phonics, reading, writing and mathematics. Reasonable adjustments will be made to support accessibility for all.			
	To ensure that communication between home and school is accessible for all	School "app" to communicate with parents. Class selfie emails to and from teachers and parents. Year Group Newsletter to identify weekly learning challenge. Phone calls made home.	Full access to all communications from school	Sept 2024	
	To ensure full access to the designated teaching spaces and	Classrooms are allocated carefully to ensure all pupils can access them and appropriate	All pupils are able to access required areas of school and have full access to the curriculum	Sept 2024	

	facilities for all pupils	toilet/changing facilities.			
	To provide specialist equipment and make reasonable adaptations and adjustments for individual pupils	Pupils will be assessed either in the classroom by class teachers or by external health agencies and equipment provided. For example – weighted blankets, move it/sit cushions, sloped writing screens, individual workstations, posture chairs, pencil grips, overlays, computer screens, iPad's, adapted mouse for computer, Heathfield chair	All pupils will have the appropriate resources with which to engage with learning	Sept 2024	
	Targets	Strategies	Outcome	Time frame	Evaluation
Medium Term	Increase the participation in the curriculum for pupils with a disability	We offer an adapted curriculum. With resources appropriate to need. Curriculum resources include examples of people with a disability.	All pupils participate in a broad and balanced curriculum.	Sept 2025	

		Curriculum progress is tracked for all pupils. Targets are set effectively and appropriately for pupils with additional needs. The curriculum is monitored half termly by curriculum leads to ensure that it meets the needs of all pupils.			

	Targets	Strategies	Outcome	Time frame	Evaluation
Long Term	To maintain access to the physical environment for pupils, staff and parents/carers	The environment is adapted to meet the needs of all pupils, staff and parents/carers. This includes: Ramps Corridor Width Disabled parking bay Disabled toilets and changing facilities	To ensure that all adaptations are monitored, and adaptations made where necessary linked to individual needs.	Sept 2026	
	To ensure all pupils have access to extra-curricular activity	Additional support will be included in after school activities where needed	Pupils will have access to lunchtime and after school clubs	Sept 2026	