

Fradley Park

Primary & Nursery School

Accessibility Procedure 2023-2025

Reviewed: April 2023
To be Reviewed: April 2025

This procedure is available on our school website and is available on request from the school office.

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1) Statement of Intent

At Fradley Park Primary and Nursery School we aim to provide a secure, inclusive and purposeful environment and appropriate services for all to learn and work in. All our pupils, staff and visitors should feel valued, cared for, listened to, and encouraged to challenge themselves to be the best that they can be. This procedure supports all our work at Fradley Park Primary and Nursery School to ensure that our school community is a happy, healthy and harmonious one.

In this procedure we will outline how we can promote disability equality for all disabled pupils, staff, parents, and other users of our school.

This procedure aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

Our school has a duty to promote disability equality and to publish a **Disability Equality Procedure** which explains how we are doing this now and what we plan to do over the next two years.

Our Duty is to make sure that:

- We do not discriminate against anyone as explained in the Disability Discrimination Act 1995.
- We do not allow any form of harassment of people with a disability.
- We will promote positive attitudes towards anyone living with a disability.
- We remove any barriers which may discourage disabled people from playing a full part in our school life.
- We encourage full participation by everyone in our school activities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1a) What Do We Mean by Disabled?

There is a **definition in the Disability Discrimination Act 1995**, which indicates that we consider someone to have a disability if he or she has *a physical or mental impairment or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities.*

2) Disability Equality Scheme and Action Plan Audit

2a) Collecting and Using Data Effectively

The data we collect and collate can inform our school of developing patterns and trends. This information will be used to support the school's self-review process and to inform future planning.

Creating a list of people with a disability

- We have created a list of pupils who have a disability which fits the description given in the

2b) Disability Equality Scheme and Action Plan Audit (Aspects of data have been removed for confidentiality)

Disability	Physical Impairment	Sensory Impairment	Learning Difficulty and SpLD	Medical Condition	SEMH	Sp&L/ dyslexia
Pupils	0	2 (1 ASD child)	0	0	1	0
Employees/Volunteers	0	0	0	0	0	0
Parents/Visitors	unknown	unknown	unknown	unknown	unknown	unknown

Disability Discrimination Act 1995. We have included all the pupils on the Special Educational Needs Register then added pupils with a known medical condition. Finally, any other children, known to staff, that may be considered to be disabled. This is now part of the school's data available to all staff.

- Staff have the opportunity to disclose any disability to the Headteacher in confidence. New staff will have this opportunity on an application and following appointment.
- Development of data showing disabilities of governors, parents, carers, guardians and other users of school will be ongoing.
- An attendance report is completed termly.

3) Action Plan for Disability Equality Scheme Covering February 2023 – 2025

Improving the Curriculum

Target Area	Strategy	Outcome	Time Frame	Success Criteria
Differentiation in Teaching.	SLT and SENDCO to monitor the quality of differentiation and provision for SEND pupils.	All teachers are able to fully meet children's needs in accessing the curriculum.	Ongoing.	Pupils with a disability make equal progress to their non-disabled peers.
Classrooms are organised to promote the participation and independence of all pupils.	Headteacher and SENDCO to complete monitoring to ensure that classrooms are accessible to all children. Classrooms are designed to allow easy access for wheelchair users.	Learning environment is accessible to pupils with impairments such as hearing and visual.	Ongoing	Feedback from all stakeholders is positive and demonstrates that access is equal.
ECT and new staff to the school are supported in the production, implementation and review of ISPs and monitoring systems.	SLT and SENDCo to deliver staff training to all ECT's and newly appointed staff.	Pupils correctly identified as needing an ISP receive extra support & progress monitored.	As required, dependent on the timing of new staff recruitment.	Improve outcomes for pupils identified as being SEND children. Staff fully trained to support specific and individual needs of pupils
Staff trained in supporting children with SEND and receive appropriate training on the use of any specialist equipment.	SENDCO and appropriate external agencies to deliver training to staff.	Staff members have the skills to support children with SEND and medical needs.	As identified based on current SEND and medical needs in school	

Physical Environment/Access

Target Area	Strategy	Outcome	Time Frame	Success Criteria
Corridors/thoroughfares	Keep clear of obstructions, impeding access.	Whole school building accessible to all.	Immediate	We are an accessible school.
Accessibly Access	Maintain existing level access and lifts Plan and implement a PEEP (Personal Emergency Evacuation Plan) when necessary to ensure safe and correct level of assistance in the event of an emergency, including purchasing of 2 x Evac Chairs and appropriate training when necessary.	Pupils and visitors with physical disability can access school.	Immediate	All stakeholders will have safe and equal access to the school or physical environment to which they have access
Accessible Toilets Facilities	Maintain existing Facilities	Pupils and visitors with physical disability can access school.	Immediate	Pupils with physical disability can attend school
Reception Desk	The main reception desk is designed at the correct height for wheelchair users. Hearing Loop available in Reception. People who are hearing impaired can use the hearing aid to clearly hear the Receptionist.	All visitors can access the reception desk. Hearing impaired visitors can clearly hear the Receptionist.	Ongoing	
1 member of staff to be ELSA Trained	One member of staff to be an ELSA (Emotional Literacy Support Assistant) to support the emotional needs of pupils who have difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient.	Children learn better and are happier in school if their emotional needs are addressed.	Ongoing	Pupils' self-esteem and wellbeing will increase as a result of this support.
Sensory Room/ELSA (Emotional Literacy)	A purpose-built intervention room where children can benefit from nurture opportunities and have	Identified pupils will receive additional support	Ongoing	


Support) Room to be developed.	access to resources to meet children's sensory needs.			
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Improving Delivery of Written Information

Target Area	Strategy	Outcome	Time Frame	Success Criteria
Availability of written material in alternative formats when specifically requested.	The school is aware of the LA services available for converting written information into alternative formats.	School will be able to provide written information in different formats when required	Ongoing	All stakeholders will have equal access to information and communication.
School Website	Review school website to ensure accessible to all intended stakeholders	Fully Accessible Website	End of summer 1 term 2023.	Written information is fully accessible, including the website.
Communication with Parents/Carers	Review the use of Tapestry and communications sent out via email to ensure that they are easy and accessible for all parents.	All school information available for all parents/carers.	Ongoing	Delivery of school information to parents is accessible.
BSL and Language interpreters made available as needed/ possible.	The school is ensuring that all have access to the delivery of written and/or verbal communication through ASSIST Staffordshire.	All school information available to all children and all parents/carers	On going	
Highly skilled Teachers and TA's to provide appropriate support.	The school enables pupils with needs to access learning and make progress.	School to be fully accessible for all.	On-going	

4) Disability Equality Scheme and Action Plan Audit

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary.

Member of staff responsible	Headteacher and SENDCO 
Date policy revised	April 2023
Date adopted by the Governing Body	April 2023
Signed by Chair of Governing Body	
Date to be reviewed	April 2025