

# Forest Hall Primary School



## Equality Accessibility Plan

<b>Date adopted by GB</b>	
<b>Chair of Governors</b>	<b>Jackie Sparkes</b>
<b>Headteacher</b>	<b>Carmel Parker</b>
<b>Review date</b>	



## Equality Accessibility Plan

**It is a requirement that the school accessibility plan is resourced, implemented and reviewed as necessary – and reported on to Governors annually – to ensure school addresses priorities to improve access for a range of needs in school.**

### 1. Aims of the Plan

- To create opportunities for every child to develop and learn
- To release potential in people to make the most of themselves
- To achieve excellence in standards of education & skill for all children
- To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.
- To link with the school Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows;
  - Eliminate unlawful discrimination, harassment and victimisation;
  - Advance equality of opportunity between different groups; and
  - Foster good relations between different groups

### 2. Introduction

This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in 2002 and the Educational Needs and Disability Regulations 2014.

### 3. Definition of Disability

Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".

### 4. Key Objective

To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

### 5. Principles

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN policy;
2. The school recognises its duties under the Equality Act (as amended by the SENDA):
  - Eliminate unlawful discrimination, harassment and victimisation;
  - Advance equality of opportunity between different groups; and

- Foster good relations between different groups.
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
  4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
  5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
  6. Schedule 10 (Accessibility for Disabled Pupils ) of the Equality Act also requires schools to;
    - Increase the extent to which disabled pupils can participate in school curriculum
    - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
    - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
  7. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
    - setting suitable learning challenges
    - responding to pupils' diverse learning needs
    - overcoming potential barriers to learning and assessment for individual and groups of pupils.

## **6. About our School**

### **a. The Physical Environment**

There has been a school on our site since 1911 but the original building has undergone several structural changes. In 2014-15 the building was remodelled with the removal of sectional classrooms which were replaced by a permanent extension bringing all of the classrooms under one roof. Our accessibility requirements were checked at this time. Due to the gradient of the site there are inevitably steps at the rear of the building into the back yard.

### **b. School Layout**

- The main building houses all of the classrooms, hall, library, offices and IT suite on the ground floor.
- There are additional small rooms on the first floor, accessed by staircases on either side of the hall. These are used for additional storage, caretaker's office, staff PPA and as a small group room. All of these facilities can be replicated on the ground floor.
- The main building is accessed via an internally controlled disabled access push button door. There is also a ramp to the KS1 entrance providing additional wheel chair access.

- The rear access to the back yard is via steep steps to accommodate the gradient of the sloping back yard, but the other 3 entrances are all on the ground floor and can be accessed by wheelchair users.
- There are two disabled access toilets; one in the main entrance area and another off the PE corridor.
- There are 2 outbuildings on site; the Breakfast Club and the staffroom. The Breakfast Club is accessed via low steps and is used by the LA as a polling station. School stores ramps to ease access.

*Other improvements will be made as recommended or deemed necessary prior as disabled pupils and / or staff move through or join school.*

### **c. The Curriculum**

This is to be interpreted in the widest sense as all areas of learning offered by the school including clubs, sporting and cultural activities and visits including those requiring an overnight stay.

- Curriculum access is to be regarded at a 'Whole School' level as DfE guidance suggests that many barriers to accessing the curriculum are common to many groups of pupils and so a strategic approach should be adopted to removing those barriers.
- The pupils' needs are considered at a planning level by staff. Resources and activities are modified so that the curriculum can be accessed by all groups of learners.
- Advice of occupational therapists and physiotherapists are taken in planning PE activities for classes including pupils with physical disabilities.
- Visits are planned with the pupils' needs in mind and arrangements made so that all can participate in activities.
- Visits are subsidised by the School Fund / PTA and parents/carers are asked for a voluntary contribution.
- Pupil Premium children and families unable to make the voluntary contribution requested will be further subsidised in line with the Charging Policy so that all pupils can take part in the visit.
- Pupils with disabilities are included in after school clubs of their choice. Staff ensure that coaches are aware of disabilities.
- Swimming instructors leading swimming tuition at the Lakeside are informed about the needs of less able pupils so that they can fully participate in swimming lessons.

### **d. Written information and information provided in alternative formats**

- All written school communications are in Arial 12 (or larger).  
*This includes work sheets, school publications such as newsletters and reports and signage around school.*
- The use of underlining in written communications is discouraged following advice as this can make discriminating letters more difficult for those with visual impairments.
- The use of bold and italicised font remain acceptable.
- The use of different font styles in classroom display and display around school is still acceptable.
- Newsletters are published on the school web site and can be enlarged to read at a comfortable font size by parents/carers with a visual impairment. They will be emailed to parents on School Gateway from Easter 2022.

- School will supply A4 paper in other colours should a pupil find print on a non-white background easier to read.

## **7. Access to Information**

School acknowledges that it is important that written information produced can be accessed by all. Arial has been identified as the easiest font to read for the visually impaired and is used in official communications such as letters, newsletters, reports and signage around the school site. There may be occasions when additional services are required such as signers, help for hearing impaired or information to be translated into Braille.

Parents may require information to be translated into languages other than English or require the services of a translator.

## **8. Activity**

The School has identified a range of actions for development in line with the duties arising from the Equality Act 2010 and other relevant statutory regulations and will review in light of periodic changes in such regulations as necessary. A priority list is identified in the accessibility plan enclosed for the period 2022 - 2025 academic years. This plan will become an addition to the school School's Single Equality Scheme.

## **9. Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- SEND policy
- Single Equality Scheme & Action Plan
- Equality Impact Assessment Template & Guidance
- Equality & Diversity Guidance for schools
- Guidance on Publishing of Equality Data for Schools
- Curriculum policies
- Behaviour Management
- Admissions
- Health & Safety



# Forest Hall Primary School

Access to Information				
Target	Task/strategy	Timescale	Responsibility	Outcome
1. To encourage take up of School Gateway app	<p>Newsletter reminders of app and going paperless from Easter 22</p> <p>Office to check school holds email addresses for all parent/carers</p> <p>Paper copies available on request at office</p>	Spring 2022	<p>Headteacher</p> <p>Office manager</p>	<p>More parents/carers receive up to date information.</p> <p>Those who wish to receive paper copies are accommodated</p> <p>Paper &amp; photocopying reduced</p>
2. Staff to refrain from underlining in letters home and apply accessibility policy	HT to periodically remind staff and direct them to Accessibility Policy on network	On-going	Headteacher	<p>Consistency in following and adherence to Accessibility Plan</p> <p>Easier visual communication</p>
3. Staff to use plain English, avoiding use of unexplained educational terminology in written communications to parents/carers ie in annual reports to parents, EHA communications and SEND reports. Also in face to face meetings.	<p>Staff meeting time to remind staff to avoid education speak prior to writing reports.</p> <p>Proof read written reports to check easy to understand</p>	Staff meeting prior to annual reports Summer 1 2022 and reminders thereafter.	HT SENDCo	Comprehensible written communications understood by greater readership.
Physical Access				
Target	Task/strategy	Timescale	Responsibility	Outcome
1. Encourage greater attendance at meetings post lockdown by	Offer parents/carers options to attend meetings face to face or virtually.	From end of Covid restrictions 2022	Headteacher initially and then meeting co-ordinator	Improved attendance at SEN Support and EHA meetings leading to better

offering range of meeting options.				working relationships home/school.
2. Accessible meeting / teaching spaces	Face to face meetings to be held in ground floor rooms whenever possible. Upstairs meeting room used as a small group room for staff & pupils who can climb the stairs without any discomfort. Pirates Room in Breakfast Club as an alternative venue if no other ground floor space is available. When finances permit explore setting up Pirates Room as a viable teaching space with IT equipment etc.	Financial year 2022-23	Headteacher	All ground floor teaching spaces fully equipped.  Pupils and staff can access effective teaching spaces with ease.
3. Assemblies/ performances access for people with mobility issues	In holding events once Covid restrictions are lifted to ensure access for people with mobility issues eg space in front row for wheel chair users, extra leg space if needed, reserved seating etc	On-going at event planning stage.	Event co-ordinator	Visitors comfortably accommodated at events.  Family members accessing performances etc. improved home/school relations.
4. Access to Breakfast Club via steps and ramp from fire exit.	Monitor access to & from BC, especially condition of metal ramp from fire exit.	On-going	Caretaker	Steps & ramp in good condition to allow easy access/egress from BC building

#### Access To Curriculum

Target	Task/strategy	Timescale	Responsibility	Outcome
1. To liaise with relevant agencies to ensure pupils with SEND have	SENDCo to liaise with professionals eg OT, Dyslexia Team, LCT and	As and when needed	SENDCo	Children with SEND have resources needed to access their curriculum in an

appropriate resources to meet their level of development and needs.	disseminate information to staff involved with pupil via feedback & review meetings			appropriate learning environment and improve their outcomes.
2. To provide effective EAL provision in school for the increasing number of EAL pupils	<p>Produce EAL policy outlining guidance &amp; strategy to follow at FHPS.</p> <p>SENDCo to liaise with EAL service if needed following assessment</p> <p>Purchase resources if needed</p> <p>Borrow texts in first language from library service</p>	<p>July 2022</p> <p>As and when needed</p> <p>As and when needed</p> <p>As and when needed</p>	<p>SENDCo</p> <p>SENDCo</p> <p>SENDco</p> <p>Class teacher</p>	<p>Pupils with EAL making at least expected progress from their starting points.</p> <p>EAL pupils continue to develop proficient understanding and use of English.</p> <p>EAL pupils continue to enjoy reading and stories.</p>





## Section 3 – Equality & Diversity Toolkit

### Guidance on Publishing School Equality Data

<b>Toolkit Section</b>	<b>Document Description</b>	<b>Actions required</b>	<b>Replaces HR Document Ref:</b>
Section 3	<u>Guidance on Publishing School Equality Data</u>  Under the Equality Act 2010, in addition to the Single Equality Scheme developed by the Schools HR Team, schools are also required to publish equality data on an annual basis. The exact data that needs to be shared varies depending upon the number of employees the school employs.	The Governing Body/School Leaders should ensure they have compiled relevant equality data and, where necessary this needs to be published yearly and it is recommended that this is done by 30 <sup>th</sup> April every year.	<b>GUI017B</b>