



REGENT FARM FIRST SCHOOL ACCESSIBILITY PLAN

The Accessibility Plan should be read in consultation with the SEND Policy, the SEN Information Report and the Annual SEN Report. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities. (*Children and Families Act 2014, Part 3*)

Introduction

The purpose of this document is to ensure compliance with Schedule 10 of the Equality Act 2010 which requires all schools to produce an Accessibility Plan that identifies the action the school intends to take over a 3 year timescale to prevent disabled pupils from being treated less favourably than other pupils:

Regent Farm First School aims to:

- Ensure that all children who attend our ARC for visual impairment are able to fully access the school environment.
- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

The Governors and Staff of Regent Farm First School recognise our duty:

- 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 for a reason related to their disability.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan which will plan to increase access to education for disabled pupils.
- To make 'reasonable adjustments' (Equality Act) to support all of our families.

Definition of Disability under the Equality Act 2010 states that a person has a disability if: They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

Regent Farm First 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.

We endorse the key principles 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 individuals and groups of pupils.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Annual review of the school's Strategic Vision statement and School Development Plan.
- Annual review of school's Inclusion, SEND and Inclusion policies.

Contextual information

Regent Farm First School is a two-form entry First school. Provision is on two levels with KS2 classes upstairs; there is no lift. The school has a number of yards and fields accessed through wide double doors and gates. Access to the school is along a drive way with pedestrian pavements. The main entrances have ramp access, or they are on ground level. There is an identified disabled parking space at the rear entrance of the school, for those who may have problems accessing the site. They are clearly marked and kept free for need. The school has two fully equipped adult disabled toilets with alarm cord and a large visitor's toilet, big enough to accommodate a wheelchair. Regent Farm also has an Additional Resource Centre for children with visual impairment; the children are fully integrated into main stream school lessons and receive the support they need to access the curriculum. Adaptations have been made to the school building to help support their independence when moving around, such as a clear yellow stripe to the floor which runs throughout the school. Additional equipment is also available within classrooms to support children with a visual impairment, these will be relevant to a child's individual needs.

Previous adaptations made to the school:

- Knew fencing installed with wide gateways for access
- Doors widened for easier access
- Push button access to main school
- Large car park at rear of the school with clear disabled parking bay and room for taxi drop off for those children with VI transport
- Rooms set aside for SEN support and resources
- Two fully equipped disabled toilets and a large visitor's toilet
- Ramp access to the main school entrance
- Staff trained to support children with medical needs
- Provision of a new disabled parking bay

- Meeting room on ground level and within entrance area of school for access

Information about the school's disabled population

In addition to the children in school with a diagnosed visual impairment, the school's population often has children who have some kind of impairment; be it physical or involving their mental health. Some children have moderate and specific learning difficulties.

Led by a very experienced SENCO, the School already makes additional provision for pupils with special educational needs to access the curriculum through the SEND Framework and this will also cover many disabled pupils. Appropriate support and resources are targeted to support those pupils within school.

Individual parent meetings (VIPs – Very Important Parent Meetings) are held for all children beginning Nursery or Reception and if any children have additional needs the LA and health advisers are contacted for support and guidance.

Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEN register and those who have disabilities. Medical forms are completed by First aid staff prior to children beginning school. Where children have significant health problems, all appropriate adults are informed and meetings held to ensure information is heard by all parties. Photos of children at risk are displayed in the staffroom and those with food allergies are displayed in the kitchen. Parents and staff work together to produce care plans.

School staff also work in consultation with medical staff to support children in school with additional medical conditions. Staff are highly aware by effective communication of the issues faced by our disabled pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda.

We have pupils with medical needs who require medication and emergency medication to mitigate their allergic reactions. Care plans are in place for these pupils and staff have received the appropriate training to administer an EpiPen in an emergency. Members of support staff in the Early Years Unit have current Paediatric First Aid qualifications. In this situation, parents and staff work together to produce care plans.

Areas to be considered in the action plan are:

Improving access to the physical environment of the school.

This includes improvements to the physical environment of the school and physical aids to access education.

- Regent Farm First School will take into account the needs of pupils, parents and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises.

- The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.
- Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.
- School is well equipped and resourced to meet the needs of the general school population and resource provision is a feature of the School Development Plan. This provision is subject to annual planning and review. When building maintenance and repair work is carried out consideration is given to recommendations in the Access Audit.
- Governors will use the school's delegated budget and devolved formula capital to meet specific need, adhering to best value principles.

Increasing access to the school curriculum

This includes teaching and learning and the wider curriculum of the school including extra-curricular activities, educational visits.

Improving the quality of teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development, school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all children. We aim to meet every child's needs within inclusive classes.

It is a core value that all children are able to participate fully in the broader life of the school. All children have opportunities to join age relevant extra-curricular activities beyond and within the school day. All children are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other adults involved with children who may have special requirements and from health and safety officers.

School already makes additional provision for pupils with special educational needs to access the curriculum through the SEN Framework and this will also cover many disabled pupils. SENTA and TA support and resources are targeted to support those pupils within school.

The school has set the following overall priorities for increasing curriculum access:

- **Correct deployment of staff and resources from the VI ARC to support those children to access their learning.**

- **Early identification and assessment of children's needs and expertise sought to support the children in school from parents and practitioners.**
- **Support teachers to create clearly differentiated teaching sequences to meet every need**
- **Staff training on specific learning needs e.g. dyspraxia, autism, ADHD**
- **The allocation of resources e.g. laptops, coloured acetates, consumable materials and equipment from the delegated budget allocated to resources.**

Ensure that all curriculum development work reflects fully the requirements of the the Equality Act 2010

Improving the delivery of written information to pupils with disabilities and their families

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. This may include: hand-outs, timetables, worksheets, notices, information about school event, all curriculum material, displays, and material on ICT systems. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and should be made available within a reasonable time frame.

In planning to make written information available to disabled pupils and/or parents school will establish the exact need and then meet it. School will use Local Authority expertise and support agencies as well as its own ICT infrastructure to access a range of materials supportive of needs.

Teaching and support staff will always need to be sensitive to presenting materials to children in appropriate formats.

Information is now shared by e-mail, letters and Twitter.

Kate Jacobs, our family support adviser, supports our SENCO in ensuring parents can access, understand and respond to information about their child.

Provision in an Emergency

Any children identified with specific physical needs will have their own personal evacuation plans. Named adults will be responsible for their evacuation in an emergency. We have regular evacuation practices for all children, including a procedure.

Regent Farm First School Accessibility Plan 2020-23

Targets	Strategies	Outcome	Timescale
Improving Access to the Curriculum	Ensure staff CPD has regular SEN focus and Appraisal/professional development includes SEN. Ensure specific staff have training to support the needs of our children with additional needs	The school knows which staff, alongside the SENCO, to talk to for support when seeking to address needs Staff aware of issues Children who are entitled to support receive it- progress regularly monitored Provision maps reflect needs of children, adapted where necessary	On-going
To increase the extent to which all pupils including disabled pupils can participate in the school curriculum	Build up staff and pupil awareness through PSHE sessions, assemblies , visitors and school events		
	Increase the support for mental health of all children, particularly those with a SEN.	Create a sensory room in school with essential equipment to help support children with their mental health/emotions. Continue to develop link with Northern Guild of Psychotherapists to offer more counselling in school. Better use of TA's with specific training in areas such as Lego Therapy, Drawing and Talking etc.	From Autumn 2020
	Build up curriculum resources to support the needs of all children	Additional resources in each class and SEN base, and specialised resources in key rooms such as sensory room.	On-going
	Ensure all visits and extra-curricular activities allow full involvement of every child Talk with providers of extra-curricula activities to ensure access for every pupil	All children able to access every aspect of the curriculum – EVC (HT) to review each visit request to ensure access for all. Staff to liaise closely with VI staff to ensure necessary provision in place to ensure children can fully access provision.	From Autumn 2020
	Set up pre-admission VIP meetings with families with SEN children	Staff will be aware of needs, additional support will be accessed and provision prepared to meet individual needs.	On-going
Develop access to the physical environment of the school.	The school will make every reasonable adjustment to ensure any parent with a disability is supported to attend school events	Special arrangements are made at all school events to ensure access for all parents.	On-going
	Review the current location of the VI ARC – could better provision be provided elsewhere within the school building.	To ensure the ARC is an area of school which is fit for purpose and allows children to access specialist support in an inviting space suitable for need.	Spring/ Summer 2021
	Monitor the use of disabled parking bay for easy access at rear entrance of school. Is one bay sufficient?	Allow easy access to the school site for all	Autumn 2020
	Improve signage around school grounds and building – consider the languages these signs are presented in re our school community.	New signs to direct parents to key areas of the school.	Spring 2021
	Develop Early Years Garden considering need of all children, specifically VI children.	Ensure EYFS environment safe for all children including partially sighted or those with mobility issues; consider adding a colour stripe to edge of decking.	Ongoing

	Ensure gateways within new fencing are wide enough for wheelchairs and pushchairs.	Ensure all of our site is accessible for every parent, child and visitor	On-going
	All staff are alerted to 'Identifying Barriers to Access: A Checklist' DFES/ 0462/2002	All staff able to review structure of own teaching space and support whole school changes	Autumn 2020
Communication To ensure all communication is as clear as it can be for all groups of children/families.	Provide clear written information using a large font and visuals where possible. Use school website and e mails for communication.	To be reviewed in discussion with parents and governors to ensure all information is easily accessible	On-going
	Review use of Twitter to communicate more effectively with all parents and carers.	Ensure additional and direct way to contact all parents	Spring 2021
	Ensure all SEN information is written in clear accessible language	New IEP formate and SEN Pupil Progress forms will make all interventions, targets and progress clear for parents.	On-going
	Ensure website directs parents to Local Offer, Parent Partnership and support groups	Create direct link to SEN offer and services from website	On-going
	Adaptation of registration form (pupils) and application form (future employees) to include a request for information about any possible disabilities.	Adapted existing pupil information request to request information about any disability a pupil may have. City Council application forms (future employees)	Enhanced information for school to act on to address needs

Monitoring will be undertaken by the Finance and Premises Committee of the Governing Body, with advice from key professionals.