

Disability Equality Scheme Accessibility Plan for 2021 to 2024

This **Disability Equality Scheme Accessibility Plan** is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. (See The Disability Equality Scheme).

1. The Firs Lower School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. The Firs Lower School will take action to enable the accessibility of provision for all pupils, staff and visitors to the school.
3. The Accessibility Plan will cover a three year period. The plan will be updated according to the policy review cycle and presented to the Environment and Finance committee.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, making reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as other pupils; (If a school fails to do this they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of communications to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.
6. This Accessibility Plan will be available to view on the school website.
7. The School's complaints procedure covers the Accessibility Plan.
8. The Plan will be monitored through the Environment and Finance Committee
9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter

Section 2: Aims and objectives:

Our aims are to:

- Improve and maintain access to the physical environment
- Increase access to the curriculum for pupils with a disability

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- Improve the delivery of all communications to pupils, staff and visitors

The tables below set out how the school will achieve these aims.

Physical Access at The Firs Lower School:

Target / Priority	Strategy / Action	Resources	Lead	Timescale	Success Criteria
Designated parking for those with restricted mobility that are kept free from misuse.	We issue parking permits for those with a need. Our Premises Manager monitors the flow of traffic coming onto the site during busy times to avoid designated spaces from being misused	Office staff to issue permits / Premises Manager to monitor traffic	Office Staff Premises Manager	In place and ongoing	Designated spaces available for those eligible to use
Access into and around school to be fully compliant	Designated disabled parking / Wide doors and corridors / clear route through school	Premises Manager to ensure no obstructions	Premises Manager	In place and ongoing	Provide good access for users
Access to all outdoor areas to be fully accessible to all users	At present there is no access to the school field for wheelchair users. The school will apply for an accessibility grant to fund a ramp / footpath providing access to the field.	Application to be submitted March 22	School Business Manager	2022	All outdoor areas to be fully accessible to all including wheel chair users creating an inclusive school
Provision of wheelchair accessible toilets	We must maintain wheelchair accessible toilets with clinical waste bins	Premises Manager to monitor, PHS weekly collections	Premises Manager	In place and ongoing	Regular checks to ensure accessibility and a clean, safe place to use
Improvements to help the visually impaired	Maintenance of steps, poles and doors. Hand rails by steps installed in bright colours Trip hazards to be identified and addressed	Premises Manager / All staff to monitor	Premises Manager	In place and ongoing	Good access to for the visually impaired in a safe environment
Maintain safe access around the exterior of the school	Ensure the pathways are kept clear of vegetation	Grounds contractors / Premises Manager to monitor	Premises Manager	In place and ongoing	A safe and accessible environment for all that is free from vegetation
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	Premises Manager / All staff to monitor	Premises Manager	In place and ongoing	A safe and accessible environment for all

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Improve signage to indicate access routes around school ensure signs are positioned to inform those with visual impairments and wheelchair users with reduced eye-levels?	School to audit signage and reposition as necessary / order new signs if necessary.	H&S advice and internal audit	School Business Manager / Premises Manager	2022	Clear signage to help direct visually impaired and wheelchair users
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Improving Curriculum Access at The Firs Lower School

Target / Priority	Strategy / Action	Resources	Lead	Timescale	Success Criteria
Smooth transition into school for pupils with EAL.	Identify Pupils on arrival with EAL Additional TA support and training for EAL within school. Use the Bell foundation EAL assessment framework to support next step targets in speaking, listening, reading and writing.	Families of children from overseas feel they understand our school. Children are supported to transition into school smoothly. Children feel supported and make enhanced progress. The Bell foundation assessment framework for EAL.	Headteacher / SENDco	In place and ongoing	Increased confidence and engagement of parents with our school. Enhanced progress for EAL pupils.
Utilising ICT to meet the needs of learners.	Refresher training on use of Purple Mash – emphasis on supporting pupils with SEND Expand use of Google Classroom Ensure all pupils identified are accessing Lexia. Use of Nessy Quest (or equivalent) to screen for dyslexia.	All staff are able to use technology to enhance the curriculum and ensure access to all learners.	Headteacher / SENDco	In place and ongoing	Increased use of technology to support pupils
Use of small group intensive tuition to support children with mathematical difficulties.	Intensive small group support used effectively for intervention groups. Staff training provided.	Pupils to have enhanced confidence with maths. Numicon	Maths Lead and SENDco	In place and ongoing	Compare baseline data with termly assessments to monitor progress.

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All out of school activities and afterschool clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Risk assessments will be undertaken where appropriate.	SLT / Kids' Club lead to conduct risk assessments and implement adjustments	SLT / Kids Club leader	In place and ongoing	Increased access to extra-curricular activities.
All extra-curricular activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all extra-curricular provision to ensure compliance with legislation	All extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Office Manager	In place and ongoing	Increase in access to all school activities for all pupils.
Ensure access to all areas of the school to allow all children to partake in all elements of the curriculum	Providing a ramp to the school field will allow wheelchair users access to participate in forest school, sports activities as well as using the outdoor classroom	Funding required for this project, application to be submitted for an accessibility grant	School Business Manager	Grant applied for	Access to the school field for all individuals to ensure all pupils are able to participate in all activities

Improving the Delivery of Communication Information at The Firs Lower School

Target / Priority	Strategy / Action	Resources	Lead	Timescale	Success Criteria
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will utilise all available information	Office staff	In place and ongoing	Delivery of information to all pupils and parents is improved
Make available school brochures, school newsletters and other information for parents in different formats	Review all current school publications and promote the availability in different formats when specifically requested	School to be able to provide information in different formats upon request	Office staff	In place and ongoing	Delivery of school information to parents and the local community improved

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The school makes itself aware of the services available through the LA for converting written information into alternative formats	Keep up to date with Central Bedfordshire advice and support available	All school information available for all who request it.	Office staff	In place and ongoing	Delivery of school information to parents and the local community improved
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