



BLACK FIRS PRIMARY SCHOOL

Accessibility Plan

2023-2026

Reviewed November 2024 by A Jones, Headteacher

Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Multi- Academy Trust and Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Black Firs Primary School is a mainstream school for boys and girls with Nursery provision for pupils age range 3 years to 11 years old. The school was built in 1971 and has had extensions over the years. The school comprises of one main school building and an additional purpose built EYFS building. There is disability access for all classrooms and main areas of the school, such as the hall, as the main building is on one floor.

The School's Aims

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to the school are flat and have wide doors. The main entrance has a wide door into the entrance. The lobby is fully accessible for wheelchair users. There are two disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experience.

Black Firs has a trained senior mental health first aider to support pupils and parents with mental health.

Mental and physical health and wellbeing is at the heart of the work of our Wellbeing team, which comprises of our Assistant Headteacher who has responsibility for PSHE/RSE and Personal Development and Wellbeing, our SENDCO, Headteacher, Rights Respecting Schools Lead and our Senior Mental Health First Aider/ Family Support Worker. This team meet fortnightly to discuss support for our pupils and review our curriculum provision termly.

Black Firs is a Trauma Informed School and a Rights Respecting School .

Contact information for staff:

Headteacher- DSL Virtual Schools Lead	Anna Jones head@black-firs.co.uk
Deputy Headteacher- Lead for Trauma Informed Schools/ Personal Development and Wellbeing/Deputy DSL	Jen Harrison jharrison@black-firs.co.uk
SENDCO Wellbeing Lead	Jess Milne jmilne@black-firs.co.uk
Family Support Worker/ Attendance Officer/alternate DSL	Kirsty Plant kplant@black-firs.co.uk
Senior First Aider	Helen Gaunt hgaunt@black-firs.co.uk
Rights Respecting Schools Lead	Anna Jones head@black-firs.co.uk
Link governors for SEND	Rob Sigley robsigley@black-firs.co.uk
Chair of Governors Link governor for Equality and Diversity	Shazma Shakoor shazmashakoor@black-firs.co.uk

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1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ Senco	Termly meetings with parents/carers – Termly consultations Individual SEND support Plans/ Behaviour Support Plans / Annual Review meetings with SENDCo Stay and Learn sessions	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT / Senco/ School nurse	Epipen training Intimate care policy and trained staff Training from SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team Access to courses, CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.	Training time TA time allocated	In place and ongoing: Epipen Training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Senco/ SLT	Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)	Specific apps to support learning on ipads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual learners	SENDCo/ class teacher	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills through Dance Mat touch type Programme Use of access arrangements for assessment/National tests	Motor Skills United daily Independent speech therapist termly Occupational therapy/Sensory team/Physio as required	In place and ongoing	Needs of all learners met enabling positive outcomes

Improve educational experiences for visually impaired pupils	SENDCo	Consult Sensory Support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs	Cost of equipment	In place when required - regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils	SENDCo	Daily maintenance and use of radio aids when required Consider hearing loop/soundfield systems if recommended Consult Hearing Impairment team	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/ SENDCo / Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
2. Improving Physical Environment					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets	Site Manager/ Principal	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	Site Manager/ Principal	Designated disabled parking Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Improvements to help the visually impaired	Site Manager/ Principal	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable	Cost of materials and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.

Improvements to help the hearing impaired	Site Manager/ Headteacher	Install hearing loop/soundfield when necessary Alarm linked to fire alarms	Cost of equipment/ installation	Future plan	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	Site Manager/ Headteacher	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs	In place	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	Site Manager/ Headteacher	Ensure that pathways are kept clear of vegetation	Cost included in ground's maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	Site Manager/ Headteacher	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school

3 Improve the Delivery of Written Information

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Office/ SLT/ SENDCo	Fortnightly newsletter emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate	Contact details and cost of translation / adaptation	In place & ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Class teachers/ SENDCo	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment.	In place & ongoing	Pupils able to access all school documentation