



Accessibility Policy

Autumn 2021, 2024,
Review Autumn 2027

Introduction

This policy should be read in conjunction with the schools Equality and Accessibility plan (2022-25), part of the annual SIP. Our Equality data is available on our website. The policy is drawn up in accordance with the planning duties within the Equality Act 2010, (which replaced the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 and 2005 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. Links to other related guidance and policies including KCSIE 2024 and any subsequent updates, Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014 and subsequent update January 2015).

Definition of Disability

Disability is defined as follows by the Equality Act 2010:

A person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day to-day activities.

Key Objective

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

Principles

1. Compliance with the Equality Act (2010) is consistent with the school's aims and equal opportunities policy, and the operation of the school's Inclusion and SEND policy and plans;

The school recognises its duty under the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014 and subsequent update Jan 2015).

- 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.
2. In performing their duties, governors and staff will have regard to the Equality Act (2010) Code of Practice and the Equality and Human Rights Commission

3. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
4. Ferndale treats all children as part of its family. Pupil, parental and staff views on school are sought from surveys and questionnaires. These are then shared via different formats. Once feedback is sought, this is planned into action and policy where possible, e.g. through learning styles and resources. Governor reports and minutes include recommendations to action.
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted or adapted 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.

As well as

- making reasonable adjustments when and where possible
- adapting learning resources and learning environments to meet the needs of all pupils

Activity

Ferndale Primary School identifies points for action as part of its School Improvement Plan, in order to achieve key objectives and indicates these within its Equality and Accessibility plan. Equality data is an integral part of this and is published 3 yearly.

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisors and SEND staff, and appropriate health professionals from the local NHS Trusts. KCSIE 2020 initially (and subsequent updates) specifically consider the vulnerability of particular groups – children with SEND being one such group. Ferndale strives to ensure any vulnerable groups are supported and we actively teach the promotion of an inclusive and diverse atmosphere throughout the curriculum and assemblies.

b) Physical environment

The school will take account of the needs of pupils and other users with physical difficulties or disabilities, sensory impairments and learning difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings and resources.

c) Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This Policy and the Equality and Accessibility plan contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEND and Inclusion policy
- Equality policy and Equalities Information and Analysis data
- Curriculum policies

Equality Duty links:

- 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; and
- improve the availability of accessible information to disabled pupils.

Date of Policy Reviews: July 2017, September 2018, September 2020/2021, September 2022, 2024,

Next review: September 2027

The plan is also available in the following formats, on request to the head teacher: email; enlarged print version; other formats by arrangement.

Appendix- also published separately

Ferndale Primary School Equalities Information and Analysis 2022 (updated every 3 years)

Section 1. Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to achieve well at school (progress and attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

2022-2023

		Ferndale 579 pupils	National Data
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		Number	%	2019/ 2020
Gender	Girls	261	45%	49%
	Boys	318	55%	51%
Ethnicity	White British	165	28%	65.0%
	Any Other White Background	29	5%	7.4%
	Gypsy/Roma	1	0.2%	0.4%
	White Irish	1	0.2%	0.2%
	Any Other Mixed Background	28	4.8%	2.5%
	Black - Caribbean Heritage	23	3.9%	0.9%
	Black- African Heritage	8	1.4%	3.7%
	Any Other Black Background	100	17%	0.8%
	White/Black Caribbean	14	2.4%	1.6%
	Asian - Indian	35	6%	3.3%
	Asian - Pakistani	18	3%	4.4%
	Asian/White	11	1.9%	1.6%
	Asian - Bangladeshi	5	0.8%	1.7%
	Asian - Any Other Asian Background	119	21%	1.9%
	Chinese	0	%	0.5%
	Any Other Ethnic Group	16	2.7%	2.1%
	Unclassified	2	0.3%	1.1%

Free School Meal Eligibility	Not Eligible	443	77%	82.3%
	Eligible	136	23%	17.7%

Religion/Belief	Buddhist	2	0.3%	
	Catholic Christian	20	3.4%	
	Christian	53	9.1%	
	Christian – Church of England	45	7.7%	
	Hindu	15	2.6%	
	Jewish	-	-	
	Muslim	64	11%	
	Sikh	34	5.8%	
	Jehovah's Witness	10	1.7%	
	Other Religion	28	4.8%	
	Not Indicated	54	18%	
	No Religion	249	43%	
English as an Additional Language	English	422	73%	
	English as an Additional Language	157	27%	
Special Educational Need	No Special Educational Needs	493	85%	-
	SEN Support	62	11%	
	EHCP	24	4%	
Profile of Need (% based on total number of pupils with Primary Need)	Autistic Spectrum Disorder (ASD)	21	3.6%	
	Social, Emotional & Mental Health (SEMH)	11	1.9%	
	Hearing Impairment (HI)	3	0.5%	
	Moderate Learning Difficulty (MLD)	13	2.2%	
	Visual Impairment (VI)	4	0.6%	
	Multisensory Impairment (MSI)	-	-	

	Physical Disability (PD)	2	0.3%	
	Profound & Multiple Learning Difficulty	-	-	
	Speech Language & Communication (SLCN)	24	4.1%	
	Specific Learning Difficulty (SpLD)	4	0.6%	
	Severe Learning Difficulty (SLD)	1	0.17%	
	Other Difficulty/Disability (inc. medical)	3	0.5%	
	Other Difficulty/Disability (ADHD)	2	0.3%	

Analysis/comments:

Analysis of the school population: Since the new Code of Practice 2014 the number of registered SEND has decreased due to the criteria. In school Autism Spectrum Condition (ASC) and Speech, Language and Communication Needs (SLCN) are the main areas of primary need, and many of the pupils with ASC also have communication and interaction needs, this includes SLCN. As the children progress through Key Stage 1 the number of pupils requiring speech and language therapy reduces significantly. Moderate Learning Difficulties (MLD) and Social, Emotional and Mental Health (SEMH) are the secondary areas of need amongst pupils - again this reduces as pupils move through school as a result of the provisions and interventions in place for pupils.

Attendance 2021/2022

	Number of Sessions 2021/2022	%	Number of Sessions Summer Term 2022	%
Authorised	5729	2.9	1719	2.8
Approved Education Activity	2345	1.2	625	1.0
Unauthorised	4180	2.1	1579	2.8
Whole School Attendance		94.8		94.5

Analysis/comments:

Things we do well:

A policy of First Day calling when a child is absent, if we have had no contact from parents, ensures that we can account for all absences. Holidays during term time are not permitted. Children are rewarded both individually and as classes for good attendance. Our attendance is in line with the National average. Good Attendance and punctuality is celebrated in our weekly assemblies on a Friday.

Section 2. Advance Equality of Opportunity Between People

The main thing we do as a school is to provide good access to education and to promote achievement (progress and attainment) for everyone who comes to our school. We use information (data) to help us do this. KS2 Standard Assessment Tests (SATs) were due to take place in May 2020, however due to COVID-19, these were cancelled nationally. The following data shows how our school compares at the end of KS2 (2019), which is the last statutory data available at the time of writing this report.

Latest Attainment Data – Key Stage Two (July 2019)

This is how our school compares at the end of Year 6 (Key Stage 2)

(<https://www.compare-school-performance.service.gov.uk/school/103982/ferndale-primary-school/primary>)

This is how different groups in our School achieve at the end of Year 6 (Key Stage 2)

Girls and Boys

	All pupils	Girls	Boys
Number of pupils at the end of key stage 2	63	36	27
Progress score in reading (confidence interval)	1.5 (0 to 3)	2.2 (0.2 to 4.2)	0.5 (-1.9 to 2.9)
Progress score in writing (confidence interval)	1.4 (0 to 2.9)	1.1 (-0.8 to 2.9)	1.9 (-0.3 to 4.1)

Progress score in maths (confidence interval)	0.6 (-0.7 to 2)	-0.5 (-2.2 to 1.3)	2.1 (0 to 4.2)
Percentage of pupils meeting the expected standard in reading, writing and maths	68%	67%	70%
Percentage of pupils achieving at a higher standard in reading, writing and maths	8%	3%	15%

English as an additional language (EAL)

Pupils whose first language is not English.

	All pupils	EAL pupils
Number of pupils at the end of key stage 2	63	16
Progress score in reading (confidence interval)	1.5 (0 to 3)	2.1 (-0.9 to 5.1)

	All pupils	EAL pupils
Progress score in writing (confidence interval)	1.4 (0 to 2.9)	2.5 (-0.3 to 5.3)
Progress score in maths (confidence interval)	0.6 (-0.7 to 2)	1.6 (-1 to 4.2)

Percentage of pupils meeting the expected standard in reading, writing and maths	68%	75%
Percentage of pupils achieving at a higher standard in reading, writing and maths	8%	19%
Average score in reading	105	105
Average score in maths	104	105

Ferndale Primary School - Equalities Information and Analysis

	Key Stage 2 Outcomes for Different Groups in Our School (KS2 SATs Data 2019)	Eng/Maths School- RWM expected+ %	LA RWM expected + %	National RWM expected+
Gender	Girls and Boys (63 pupils)	Boys = 70% Girls = 67%	Boys = 56% Girls = 67%	Boys = 60% Girls = 70%
Ethnicity Disadvantaged Pupils	Asian	-	67%	-
	Indian	73%	-	77%
	Bangladeshi	67%	67%	70%
	Pakistani	50%	67%	62%
	Any Other Asian Background	100%	-	71%
	Black	-	59%	-
	Black - African	67%	-	67%
	Black Caribbean	57%	-	56%
	Any Other Black Background	33%	-	60%
	Mixed	-	60%	-
	White and Asian	100%	-	73%
	White and Black African	-	-	67%

	White and Black Caribbean	100%	-	59%
	Any Other Mixed Background	100%	-	68%
	White	-	60%	-
	White - British	68%	-	65%
	White - Irish	-	-	73%
	Gypsy / Roma	-	-	19%
	Traveller of Irish Heritage	-	-	26%
	Any Other White Background	-	-	63%
	Chinese	-	75%	80%
	Any Other Ethnic Group	-	62%	61%
	Information Not Yet Obtained	-	-	-
	Refused	-	-	-
	Non -Disadvantaged	-	70%	71%
	Disadvantaged	59%	-	-

Evidence shows that overall, performance of disadvantaged pupils is lower than that of other pupils. Disadvantaged pupils are those who were eligible for free school meals at any time during the last six years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

Examples	Steps the School has Taken (Case Studies)
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<p>Participation :</p>	<p><i>Tracking of children's progress is central to the school's approach of raising standards. Children, regardless of ability or SEND status, will be highlighted and interventions aimed towards improving progress where possible.</i></p> <p><i>Children with Special Educational Needs receive a combination of differentiated work and adaptive teaching to support within class, withdrawal from class to access intervention programmes, specialised interventions and access to outside agencies to ensure that we can maximise their learning potential. Reasonable adjustments are made to allow full access to extra-curricular clubs and off site residential centres.</i></p> <p><i>For further information see our Equal Opportunities and SEND/Inclusion Policies.</i></p>
<p>Admissions and Transfer:</p>	<p>On admission, Early Years Foundation Stage pupils are offered the opportunity to have a phased integration into the school day according to their needs. This is welcomed by a number of parents whose children find the start of school very challenging.</p> <p>We arrange Home visits for all our Nursery aged children.</p> <p>Children who have accessed Nursery provision from a different/private provider are visited in that setting and there are 'hand over' meetings between school and alternative providers to ensure that transition is as smooth as possible.</p> <p>For those children who have Special Educational Needs, the SENCo will liaise with staff and outside agencies prior to arrival, to ensure that appropriate provision has been made for those pupils.</p> <p>School staff liaise with each other at other key transitions e.g. Early Years to Key Stage 1 and Key Stage 1 to 2. We arrange extra visits to secondary schools for our most vulnerable pupils before</p>

	<p>their transfer to KS 3 to ensure that they feel comfortable and confident when they move to Year 7. In addition receiving schools can arrange for either SENCos or mentors to visit pupils in this setting. This helps them to get to know individual pupils before transfer so that they can support them straight away rather than waiting for them to have difficulties.</p>
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Analysis/comments:

Things we do well:

Entry to Nursery, transition into Reception and transfer to KS3. We maintain links with some of our local secondary schools through 'taster' days. Pupils feel more confident on transfer as they are familiar with both the school and some of the staff.

We provide a range of after school clubs to different year groups to ensure that all children have an opportunity to attend an extra-curricular activity, including sports. These clubs are provided without charge to allow as many children as possible to benefit from them. All children are encouraged to take advantage of school trips and residential, at times we may also subsidise places.

School Councillors are selected through a democratic process which is open to all. Prefect roles are applied for in writing, with children selected for these roles based upon their individual qualities and suitability for the post. The JLT (Junior Leadership Team) offers roles across school. Weekly rewards presented in Merit Assembly are achieved for a variety of reasons from behaviour, academic achievement, attendance and representing our learning 9 behaviours and values.

Achievements outside school are also celebrated. This ensures that all pupils have their opportunity to shine for a variety of reasons.

Things we would like to improve:

Ensure there is representation for our SEN children on the school council to share their views and opinions about school life.

Our vulnerable groups include: SEND, Pupil Premium children, EAL. We aim to ensure that these groups make significant and/or accelerated progress each year.

Hold a talent show where all pupils can share their individual talents (as an individual or in a group).

This will be achieved by:

Targeted support for these groups including 1:1 and small group interventions ensuring these children are catered for within the classroom setting

During monitoring of books - these children are asked for to ensure progress is being made. Progress across the curriculum is tracked for these vulnerable groups each term.

Section 3. Foster Good Relations Between People

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	<i>Programme of relevant PSHE and RSE in classes.</i> <i>Therapeutic mentoring, including support for friendships.</i> <i>Working with our family support workers to provide assistance and support for families.</i> <i>Class jobs and responsibilities. Merit and class assemblies.</i> <i>Anti-bullying assemblies, including e-safety.</i> <i>Therapeutic intervention such as Lego therapy to support SEND children.</i> <i>Carefully thought out activities, areas and timetables, with flexibility to meet the emerging needs of our children with SEND.</i>

	<p><i>Learning Zone - targeted support for a number of pupils with SEND.</i></p> <p><i>Break out/calm spaces to meet the needs of pupils with ASC.</i></p> <p><i>Close working with SEMH External Agencies: CAMHS, Reflexions, BEAM, Teamworx, KOOH.</i></p>
Pupil Voice:	<p><i>Assessment for Learning, School Council, prefects, Junior Leadership Teams, pupil conferencing, pupil contributions to SIP day, pupil well-being surveys</i></p>
Positive Imagery:	<p><i>Learning 9 and Values displayed prominently around school.</i></p> <p><i>School 3 Key drivers displayed around school – Inspiration, Aspiration, Inclusion.</i></p> <p><i>Assembly themes encompass many aspects of equality and diversity.</i></p> <p><i>Celebrations of success and positive choices displayed around school and shared in assemblies.</i></p> <p><i>Links with home through social media to celebrate outcomes with parents and community.</i></p>
Community Links:	<p><i>Articles for local press informing them of school events. Links with home through social media to celebrate outcomes with parents and community.</i></p> <p><i>Links to churches.</i></p> <p><i>Visits from local councillors and Mayor.</i></p> <p><i>Sports events at Local Primary and Secondary schools.</i></p> <p><i>Aspire Sports Coaches working with pupils.</i></p> <p><i>External Agencies supporting pupils - You Be You, Empower Her, LUV, Reflexions, CAMHS,</i></p> <p><i>West Bromwich Albion SEND coaches working with pupils in school.</i></p> <p><i>Events involving local community organisations.</i></p> <p><i>Close working with School Nurse Team, Inclusion support, NHS Speech and Language.</i></p>

Removing Barriers and Reasonable Adjustments:	<i>Specialist equipment purchased e.g. slanted boards for desks, cushions and physiotherapy balls, sensory room, additional provision for those children with visual or hearing impairment.</i> <i>Carefully thought out activities, areas and timetables, with flexibility to meet the emerging needs of our SEND children.</i>
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Analysis/comments:

Things we do well:

The school has developed links with other organisations in the community including the library, other local Secondary and Primary Schools, Community Police Officers and St Paul's church.

The school has an 'open door' policy where parents are given the opportunity to speak with a member of staff at the end of the school day, regardless of the age of the children involved.

Parents can arrange to see their child's teachers via appointment through the main office.

Things we would like to improve:

To continue to promote spiritual, moral, social and cultural development through the teaching of the curriculum and R.E, with particular reference to issues of equality and diversity. **This will be achieved by:**

Ensuring the RE curriculum links to diversity and equality.

Promoting cross-cultural and inter-faith contact.

Mapping of SMSC, RSE and PSHE across the school curriculum.

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	None this academic year.
Victimisation and Discrimination:	None this academic year.
Monitoring of Incidents:	Regular monitoring in Bullying/serious incident logs in classes and Whole school monitoring. Racist incidents logged using CPOMS Child Protection concerns logged using CPOMS.
Anti-Bullying and Harassment:	Key Stage assemblies address Bullying. Cyber – bullying is covered during e-safety lessons which are a key part of the computing curriculum.

	<p>E- Safety workshops for children planned in for this academic year.</p> <p>Anti- Bullying week to form part of curriculum for all year groups.</p> <p>Anti- Bullying charter mark achieved in Autumn 2019.</p> <p>Outstanding Ofsted Grade for Personal Development in June 2022</p>
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Analysis/comments:

Things we do well:

As an inclusive school, we celebrate diversity and difference - and work hard to show our pupils that everyone matters. There is a strong emphasis on nurture and understanding which in turn leads to greater respect. Our key drivers – Inspiration, Aspiration and Inclusion, together with our values - Teamwork, Equality, Honesty and Respect and Learning 9 are woven into every element of the school day, and children understand that any misdemeanours are not breaking ‘rules’ but breaking core values.

We invite a diverse range of visitors in school – to lead assemblies and share their successes, showing our children that they can achieve anything they put their mind to no matter who they are.

With everyone working together (children, parents and carers, staff and the community) to celebrate our diversity, through curriculum delivery, throughout the year, every year – we have achieved the Equalities Gold Award.

Children of all ages work well together and in our June 2022 Ofsted inspection, Behaviour and Attitudes was graded as Good, and Personal Development was graded as Outstanding.

Things we would like to improve:

Further develop the profile of anti-bullying, including anti bullying week, cyber bullying assemblies.

Further develop diversity in school, diversity assemblies, including ensuring pupils with SEND are well represented in the JLT, purchase of further reading books by a range of authors from different ethnicities **This will be achieved by:**

Organised assemblies into the rota on a termly basis, anti-bullying week planned for and given a high profile in school. Mental Health Week planned for and given a high priority in school. Parent and pupil support workers to organise events/training for our parents and the community.

Section 5. Participation and Engagement

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken (Case Studies)
School Council	<p>Pupils are elected to our School Council by a democratic voting system. All pupils from Year 2 onwards are eligible to stand for the Council. Pupils represent their classes for a year, and as many children as possible are encouraged to apply. The Council then consults the whole school on a wide range of issues and works to improve them. Members of the wider community, and anyone pertinent to the focus of improvement.</p>
Junior Leadership Team:	<p>Pupils are elected to our Junior Leadership Teams by a democratic voting system. Teams include: Anti Bullying Crew, Playground Buddies, Digital Leaders, Reading Leaders.</p>
Pupil Voice:	<p>Pupils are consulted on their views through surveys, School Council and prefect systems. Well-being surveys. Diversity Shadow Group.</p>
Parents/Carers /Guardians:	<p>Ofsted/parental questionnaires.</p> <p>Contributions to the schools SIP day.</p> <p>Termly meetings – parents/ teacher and Governors.</p> <p>Parents of pupils with SEND – support networking, tea and coffee mornings.</p> <p>Parents invited into school for activity days, parents evenings, curriculum focus workshops.</p>
Staff:	<p>SIP planning day.</p> <p>Staff meetings and INSET. Staff Evaluations.</p> <p>Contributions to assembly planning.</p> <p>Staff surveys.</p>

Local Community:	We welcome the local community into school through links with organisations such as the police and fire service, celebrating with the local church at key religious occasions such as Christmas and Easter, holding events such as fetes, diversity festivals.
Governors:	Governors are assigned to subjects /linked to an area of the SIP and communicate with subject leaders - meeting each term.

Things we would like to improve:

To continue to promote and enhance community and cultural cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.

This will be achieved by:

Developing an annual 'diversity' programme of sessions which are representative of all equality groupings. This will be mapped into RE/ PSHE to enhance SMSC provision in school. Develop community contact with pupils through a varied programme of activities. Encourage greater links with the community by developing opportunities for visitors into school e.g. religious leaders/ community groups/ other agencies/ charities etc. Mental Health Coffee Mornings, Young Carers Coffee Mornings, Parents and Toddlers Sessions, 'Changes' - training for parents – to be held in the school's Community Room.