



FOREFIELD JUNIOR SCHOOL – part of The Mersey View Learning Trust

PROUD: Passion, Respect, Opportunity, Unique, Determined

School Accessibility Audit & Plan June 2025

Next Audit & Plan due by June 2028

Introduction

Forefield Juniors is an inclusive community that welcomes and supports pupils with medical conditions/disabilities. This school provides all pupils with any medical condition or disability the same opportunities as others at school. In line with our Mission Statement, it is the responsibility of the whole school community to implement this scheme.

Schools and LAs need to carry out accessibility planning for pupils with disabilities. These are the same duties as previously existed under the Disability Discrimination Act & have been replicated under the Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) which requires governors to:

- * promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- * prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the Local Governing Board of FJS will improve equality of opportunity for disabled people.

The Public Sector Equality Duty came into force on 5th April 2011 to ensure all public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Board has had three key duties towards disabled pupils under part 4 of the DDA.

This plan sets out the proposals of the 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:

- * increasing the extent to which disabled pupils can participate in the school curriculum;
- * improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- * 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 and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified. In drawing up the plan, the school has set the following priorities:

- * to provide safe access throughout the school for all school users, irrespective of disability.
- * to ensure that the teaching and learning environment and the resources used are suitable for all staff/pupils, tailoring the requirements to suit individual needs,
- * to provide training to staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

We are committed to equal opportunities and inclusion and this plan should be viewed alongside our SEND Policy and Safeguarding Policy.

A disabled person is defined as: "someone who has a physical or mental impairment which has an effect on his/her ability to carry out normal day-to-day activities." The effect must be substantial, long-term and adverse and covers physical disabilities, sensory impairments and learning disabilities.

As stated in the introduction, as a school we have to consider:

- * Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
- * Improving the physical environment of the school - such as ramps, handrails and physical aids eg specialist desks, IT equipment.
- * Improving the delivery to disabled pupils of information already provided to pupils who are not disabled - for example large print, Braille or providing information orally.

Our **SEND Policy** ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Additional Needs Service, the SEN(D)Co manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school works closely with specialist services including: Hearing Impairment Service, Occupational Therapy, Physiotherapy, Speech & Language Therapy, the EAL Service and all other appropriate therapists/professional services.

In order to improve access to the physical environment of the school, our aim is to continue to enhance the environment to meet the needs of all pupils and ensure they have access to all aspects of educational provision.

To improve delivery of information, we will work with Services to convert written information into alternative formats and present information orally to parents and pupils or where appropriate use technology. Due to the increasing capabilities of technology and AI (artificial intelligence) it is likely that the sharing of information, through translation or other adaptations will become easier and quicker during the three years that this plan is in place.

An audit was carried out by the HT, with advice from Compliance H&S and reference to relevant legislation.

Audit Findings

When reviewing our provision, the following 36 points were considered:

Ref:	Audit Aspect	Outcome
Access to information		
1	Staff training	It will be vital for staff to engage with and use emerging technologies – eg AI to simplify/translate etc
2	Arrangements for providing information in simple language, large print, digital, audio, Braille	Services can be brokered by the MAT and through the LA – with the addition of AI generated material Information will be shared electronically to enable ease of access
3	Website/social media	Schudio host our website and formats have been created for accessibility
4	Are presentations user-friendly?	Large screen presentations used
5	Staff awareness of technologies and support strategies	Training to be completed

6	Complaints	Where language or disability are a barrier –school will advise on the appropriate media to be used Eg you should be allowed to make a verbal complaint if your writing is impaired
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Access to site and facilities		
7	Access via public transport	The closest bus stops are on Moor Lane and Chesterfield Road – a 5 minute walk. Taxi may be more appropriate.
8	Arrangements for disabled parking	It is recommended that 5% of car parking spaces are marked as disabled spaces – we need to introduce a disabled parking bay
9	Security	It remains important to ensure segregated access to the school's reception in order to vet all visitors. All gates have flat access and are wide enough for wheelchair access
10	Access to Reception	The main reception has access control to doors via a fob system. Visitors requiring assistance will be supported upon arrival at reception – access via a ramp and automatic doors ensure ease of access to the building
11	Reception facilities	Easily identifiable reception counter, height appropriate visitor sign-in (electronic), waiting & seating area with sufficient space
12	External areas	5 of the 6 entrances are without steps and allow flat access to the building – staff will direct/support any child/parent
13	Emergency evacuation and lockdown	PEEPs are put in place for any pupil with additional needs
14	Internal movement	Corridors are unobstructed – but should be checked regularly
15	Internal movement – stairs/lifts	It is a single storey site apart from the Bursar's office which is up a flight of stairs. Bursar can meet with staff/parents in an alternative space (eg main office)
16	Accessible toilet	Wheelchair accessible unisex toilet provision in place – maintained daily
17	Changing rooms	Not applicable – no changing rooms at FJS
18	Medical facilities	There isn't a medical room at FJS

		but First Aid is administered in a comfortable space with access to supplies
19	Internal signage	Further 'wayfinding' signage would improve orientation for visitors and new pupils
20	Décor and finishes	Ceilings are finished in light colours, walls are neutral and there is a contrasting colour between carpets and furniture
21	Lighting	LED lights have been installed throughout – but in-line with our 10 Principles of Therapeutic Classrooms, staff will use dimmer lighting to support calmer environments
22	Dining and Catering	Dining tables are wheelchair accessible Where sensory needs have been identified – eg a pupil finds noise levels to be an issue, alternatives can be provided – eg Happy Hub
23	Social spaces/quiet spaces	There are adequate seating areas inside/outside to support pupils
24	Doors	FJS has been allocated funding to replace 26 doors to comply with fire regulations – these should also be a contrast to the frames/walls – planned replacement in 2025
25	Teaching spaces	Furniture layouts are carefully planned to meet the needs of classes and specific pupils – there is not 1 recommended layout
26	Staff facilities	We have upgraded our staffroom to provide a sanctuary in-line with Therapeutic Principles – allowing space to both work and relax

Ref:	Audit Aspect	Outcome
Access to Education		
27	Staff training and accreditation	Our well-qualified SENCO provides advice/training for staff Termly staff training – eg Team Teach, Sensory Circuits, Autism Awareness etc
28	Pre-admission visits	SENCO meets with/speaks to parents of SEN pupils before admission and regularly thereafter
29	Admission	The school is committed to supporting all pupils to thrive and does all that is reasonable to comply with its legal and moral responsibilities
30	Safeguarding	DSL works closely with SENCO, HT

		and Learning Mentor to regularly review and discuss all pupils
31	Pupils with health needs	FJS does all it can to support pupils with specific needs and works with a range of partners to gain advice/support for pupils and their families
32	Access to the curriculum	All staff have considered, in every subject, suitable adaptations to meet the needs of all pupils – including the use of specialist equipment
33	Lesson planning and support	Staff support pupils to overcome any barriers to learning
34	Access to Educational Visits	All visits are planned and thought through with the needs of all pupils in mind – where appropriate adaptations are made to the timings/location/adult support ratios
35	Pupil Outcomes	Staff track and review the progress of all pupils – identifying small steps
36	Staffing and Leadership	The current SENCO has a wealth of experience and a Masters Degree in SEN FJS endeavours to make effective use of available TAs

Access Improvement Plan:- this is based on the audit above

Priority	Lead	Strategy/Action	Resources	Time	Success Criteria
Appropriate use of specialised equipment to benefit individual Pupils/staff	SEN(D)Co & Inclusion Team	Use of iPads for pupils with specific recording difficulties. Sloping boards, foot rests etc for pupils with fatigue or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils/pens or specific grips for pupils with motor control issues. Chewellery, fidget toys and wedge cushions available for children with specific needs Ear defenders provided	Equipment as listed* *FJS will keep abreast of developments to ensure the most appropriate adaptations are source/funded and deployed	In place & on going	Increased access to curriculum
Training for staff to support children with physical or mental health needs	Inclusion Team	Staff Training: whole staff - training to support emotional & mental health. Specific training for 11 support staff and those working in the Café/ Den or Hub On-going training for staff: to support a variety of identified needs	Training Budget - Including Twilights	In place & on going	Needs of all learners met

Establish a disabled parking bay on the school car park to enable easier access for visitors	HT & Governors	Commission a specialist company to paint the parking bay on existing car park	Funding from MAT	2025-28	Physical accessibility of school increased
Availability of written material in alternative formats	HT SM - website	Consider the use of AI (Artificial Intelligence) software/APPs that can simplify or translate Always consider using technology to facilitate meetings	Available training Liaise with IT support	Respond to fast paced changes	Written information available in alternative formats/sizes or converted to audio
Improve the quality of provision for children with specific special needs	SLT	Provide a tranquil space/nurture room: 'The Den' for pupils who require support	Cost of decoration/ Resources Leasing of aquarium	ongoing	School experience enhanced for specific pupils
Maintain safe access around exterior of school	Caretaker/ Grounds Maintenance Service	Ensure pathways are kept clear - ensure grounds maintenance prioritise specific areas Consider rest areas and lines of sight	Cost included in SLA	ongoing	Unhindered access along exterior paths

Key: Increase extent to which disabled pupils can participate in the school curriculum

Improve the environment of the school to increase the extent to which disabled pupils can access education/services

Improve the delivery of written information to disabled pupils