



PROUD: Passion, Respect, Opportunity, Unique, Determined

*Forefield Junior School is a **P.R.O.U.D.** school built on **Passion and Respect**, where **Opportunities** can be seized by **Unique and Determined** learners.*

We are passionate about learning in an environment where everyone is empowered to be themselves and to flourish. We respect and value each and every individual and cherish their unique qualities to create a sense of belonging. We are determined to support personal, social and emotional development by encouraging self-belief and providing opportunities for everyone to express themselves and grow in confidence.

By celebrating their diverse contribution to the life of the school and the wider community, each person will be encouraged to build on their foundations, to instil a belief in everyone that they have limitless potential and are always capable of achieving their best - throughout their lives. As a family we share each other's successes and take pride in them.

We will consistently promote the highest of standards in every aspect of school life, provide a vibrant, stimulating curriculum in a safe and happy learning environment, to foster excellent attitudes and behaviour. The inspirational opportunities we provide will fuel a passion for learning and a sense of pride in all we do.

This is what makes us PROUD:

Passion, Respect, Opportunity, Unique, Determined.

Disability Equality Scheme School Accessibility Plan 2021 - 24

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.

The Public Sector Equality Duty (PSED) requires all schools to publish specific and measurable equality objectives. 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 governing body of FJS will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body 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:

Promoting Equality of Opportunity – working proactively to make reasonable adjustments for disabled pupils at policy and whole school level, to promote equality of opportunity for disabled pupils and to secure their participation in every aspect of school life. The school's Accessibility Plan will be incorporated into the scheme.

Eliminating Discrimination – by awareness raising; keeping a watchful eye on the impact of policies; reviewing & adjusting policies; raising expectations and improving communication.

Promoting Positive Attitudes – through modelling respectful attitudes; our curriculum; positive images and visits/visitors to and from school.

Encouraging Participation of Pupils, Staff and Parents – so that everyone is included and succeeds in the life of the school creating positive images of participation at all levels.

This will involve:

- * 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 LA Services to convert written information into alternative formats and present information orally, or where appropriate through British Sign Language, to parents and pupils.

Access Improvement Plan:

Priority	Lead	Strategy/Action	Resources	Time	Success Criteria
Appropriate use of specialised equipment to benefit individual Pupils/staff	SEN(D)Co	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 inflatable wedge cushions available for children with specific needs	Equipment as listed	In place & on going	Increased access to curriculum
Further training for staff to support children with physical or mental health needs	School Champion LC + SEN(D)Co + ELSAs	Staff Training: whole staff - training to support emotional & mental health/well-being Specific training for 1:1 support staff and those working in the CAFÉ On-going training for staff: ASC, Speech & Language etc	AfA (part of catch-up funding)	2021-22	Needs of all learners met
Ensure pupil entry points remain wheelchair accessible	HT & Governors	5/6 Entry Points are wheelchair accessible – we will plan ahead to meet the needs of all pupils		2021-24	Physical accessibility of school maintained

Availability of information/ written material in alternative formats	HT SEN(D)Co	Liaise with LA for translation/Braille where appropriate – including BSL Where appropriate enlarge or copy onto coloured paper Always consider whether a meeting could be facilitated through video conferencing (eg zoom) if it would improve access/availability	Sefton Services	Continue to monitor	Written information available in alternative formats/sizes Use people's preferred means of communication when contacting parents, meeting with them or sharing information with them.
Improve environment for visually impaired children	SM SEN(D)Co	Renew IWB with SMART MX-275 interactive panels in each class Work with visual impairment services to support specific pupils	IT technician	Spring '21	IWB more easily seen & learning experiences enhanced for all pupils
Improve the quality of provision for children with specific special needs	SLT	Timetable the CAFÉ for pupils who require specific support/counselling/occupational therapy etc	ELSAs - Resources - Training - Supervision 1:1 TAs	ongoing	School experience enhanced for specific pupils
Maintain safe access around interior/exterior of school	Caretaker/ Grounds Maintenance Service	Regular checks of corridors and shared spaces to ensure accessibility for all Ensure pathways are kept clear - ensure grounds maintenance prioritise specific areas	Cost included in SLA	ongoing	Unhindered access along exterior paths and internal corridors

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