



Document title	Accessibility Plan
Author	Sally Williams
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Document Control Table

Document History			
Version	Date	Author	Note of revisions
1	Spring 2020	Sally Williams	
2	January 2023	Sally Williams	<ul style="list-style-type: none">• Addition of Document Control Table• Pg 3: updated percentage of SEND pupils• Pg 4: update to care plans/photos• Pg 5: additional paragraph regarding temporary injuries and RA• Pg 5: change from laptops to chromebooks/ipads• Pg 6: references to Governors changed to AQC

Starting points

1A The Purpose and direction of the school's plan: Vision and values

Frimley Church of England School has high expectations for all pupils (including those with a disability) and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement and the SEN Code of Practice 2015. In planning and teaching, all staff ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

1B Information from pupil data and school audit

The school currently has an average of 18% of pupils on the SEND register with varied needs. The Special Educational Needs of the pupils include a range of difficulties including: speech and language, dyslexia, dyspraxia, autism, hearing impairment, and social and emotional issues. Across the school we cater for children with severe allergies and specific medical needs such as diabetes and epilepsy.

The school has physical access to all buildings in the form of ramps. There are disabled toilet facilities available and accessible in all buildings.

Pathways of travel around the school site and parking arrangements are safe. Parking on site is available in both the school car parks. Both have at least one disabled parking bay.

Emergency and evacuation procedures are accessible to all. Alarms are auditory and the assembly point is on the field or the playground, depending on exit route. We will review the provision of a visual alarm should the need arise. Personal Evacuation Plans are written for individual pupils as necessary.

Space for quiet work and small group work is very limited. However The Hub, Year 4, Year 5 and Year 6 quiet rooms and the middle area in Year 3 are available at times during the school day.

Furniture and equipment are selected as standard, age related as appropriate.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in dramatic productions, music, PE and special events such as sports day. Some students with Physical Disability may use their PE sessions as dedicated physiotherapy sessions, under direct guidance from their named physiotherapist. For some students, PE can bring with it high levels of anxiety or discomfort; in these

cases adjustments are made to encourage as much participation as possible. For example, wearing a different kit, taking an assistant role to the teacher or taking part in just some of the lesson.

School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment wherever possible. Event Specific Risk Assessments are prepared for each individual disabled pupil as necessary. Occasionally parents are asked to assist with travel to venues off site.

Our school swimming pool has access ramps to both changing rooms and the fire exits.

Teachers and Learning Support Assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with LSAs to address pupils' Individual Support Plan targets and liaise with external specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

Access to information within the classroom is enabled through the use of visual timetables and clear, visual labelling of equipment and resources. Children with visual and specific reading difficulties have support in their learning through: enlarged print, coloured strips and overlays for reading, printed sheets to help with reading from the board and visual prompts to aid memory and give information.

The social inclusion of all pupils is provided, for example through a buddy system, ELSAs, Well-being Council and Sports Crew.

All children have access to all extra-curricular clubs and activities, irrespective of ability.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens. There is a register of children with medical needs. Current medical needs in the school include epilepsy, diabetes, allergies and ADHD.

The relevant Learning Support Assistants will be trained in moving and handling children with physical disabilities as the need arises. We work closely with outside agencies and act under their advice to support children with special needs.

Photographs of children with specific medical needs or allergies all have individual care plans, which are stored in the staff room and the pupil's classroom. A master copy of the care plans is kept at the office and there is a copy in the emergency 'grab bag'. For children with specific allergies, and food related needs, catering staff have

access to these photos and the children are identified by different coloured wrist bands if they order a school dinner.

Epi-pens and inhalers are always taken on visits/trips out of school. Staff trained in first aid and the use of epi-pens always accompany trips. These are all kept in classroom medical boxes.

In cases of temporary injuries (such as broken limbs or requiring use of walking aids). An individual Risk Assessment is written in conjunction with the child and parents to ensure that their full needs are met.

School staff are aware of the Equality Act 2010 and how the disability duties apply to schools through staff meetings and identification of staff training needs.

1C Views of those consulted during the development of the plan

Parents, specialist services, school staff and AQC were consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible. Through feedback received at parent consultations and Individual Support Plan reviews we are confident that the school adopts a curriculum to meet the needs of disabled pupils and those with barriers to their learning. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

The main considerations in the school's plan

2A: Maximising the extent to which disabled pupils can participate in the school curriculum

- Continue to ensure the representation of disabled people in books and teaching materials and increase if necessary
- Continue to monitor pupils with disabilities to ensure they are not underrepresented or underachieving
- Continue to ensure high quality teaching for all to improve disabled pupils' access to the curriculum, including strategies that are sensitive and responsive to pupil diversity
- Update where appropriate professional development for staff on inclusive classroom practice and on specific disability issues
- Continue to access ICT support in the form of individual chromebooks/iPads and associated programs to support learning, where appropriate

2B: Maximising the delivery to disabled pupils of written information

- The school will liaise with Local Authority support services to provide information in simple language, symbols, large print, audiotape or Braille for

pupils or prospective pupils who have difficulty with standard forms of printed information

- The school will also make information for parents available in a range of different formats should the need arise and be aware of font size and legibility when producing written information
- Continue to consult with parents and pupils to determine preferences during ISP reviews, parent consultations and informal meetings.

Making it happen

3A: Management, coordination and implementation

- When advertising posts, interviewing applicants or deciding on appointments the AQC (Academy Quality Council) and staff will follow the necessary procedures and will not discriminate against people with disabilities
- The AQC will have overall responsibility for the plan and will set priorities related to their responsibilities for the plan, including direction, vision, monitoring, review and annual evaluation
- The Accessibility Plan, whilst remaining a separate plan, will be considered within the School Improvement Plan
- The Accessibility Plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the (Disability Discrimination Act) DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights legislation
- The Inclusion Leader will liaise regularly with the linked Councillor for Special Educational Needs concerning the school's Accessibility Plan

Making the plan available

Hard copies of the school's Accessibility Plan will be available via the school office. Enlarged copies of all documents are available from the school office.

An electronic copy is available via the school web-site: www.frimley.surrey.sch.uk

16th January 2023