The Forest CE Federation

Accessibility Plan 2014 – 2017

The Forest CE Federation incorporates Stoke Bruerne CE Primary, Tiffield CEVA Primary and Whiittlebury CE Primary schools. All schools have been described as having a 'welcoming and happy environment in which children thrive and want to do their best'. We want all children to enjoy school, to be challenged to achieve their full potential, and to consider their time at school as their own learning adventure. We are committed to giving our pupils every opportunity to achieve. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all pupils. The achievements, attitudes and well-being of all our children matter.

Purpose of the Plan:

This plan shows how our federation intends, over time, to increase the accessibility of our schools for disabled pupils, staff, parents/carers and visitors.

Definition of disability:

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities:

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the schools to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe).

Contextual Information:

Stoke Bruerne CE Primary, Tiffield CEVA Primary and Whittlebury CE Primary schools are all Victorian schools service the local communities. All schools have been in their current location since approx 1871.
Stoke Bruerne – The original single storey Victorian building houses the entire school with 2/3 classrooms, cloakrooms and offices. There is no disabled toilet situated in the school. The school has level access however, in some parts of the building contain steps.
Tiffield – The original building has two levels with all teaching areas situated on the ground floor and offices to the second floor. There is a disabled toilet situated on the ground floor with a ramp to the main entrance. Class one also has a disabled toilet but has stairs leading to the classroom.
Whittlebury – The original single storey building houses the school hall, Class one and Class Three. There are no disabled toilets in this part of the building. Ramps are included to the

rear of the building however, all many areas have stairs including stairs down to Class Three and the school hall. The newest addition to the school is Class Two where a disabled toilet has been added and has a level access.

Current range of known disabilities:

At present we have no wheelchair dependent pupils, parents or members of staff.

The schools have a range of disabilities to include moderate and specific learning disabilities. We have one pupil with visual impairment at Whittlebury Primary.

Increasing access for disabled pupils to the school curriculum:

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Improvement Plans:

Educational

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia, differentiation and recording methods	On-going and as required	SENCO/Head Teacher	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO/Head Teacher	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individual needs
Use ICT software to support learning	Make sure software is installed where needed	As required	ICT Lead	Wider use of SEN resources in classroom

All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	EVC/Head Teacher	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports See disabled sports people to come into school	As required	PE Lead	All to have access to PE and be able to excel

Physical Environment

Target	Strategies	Time-scale	Responsibility	Success criteria
The schools are aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required	As required	SENCO	IEPs in place for disabled pupils and all staff are aware of needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Headteacher/ Governors/ School Business Manager/ Surveyor	Re-designed buildings are usable by all
Disabled toilets to allow access to all pupils, staff, parents, visitors	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Headteacher/ Governors/ School Business Manager/ Surveyor	Disabled toilets which are useable by all

Improve signage and external access for visually impaired people	Yellow strip mark step edges Visitor signs in braille	On-Going	Site Supervisor	Visually impaired people feel safe in school
Ensure all disabled people can be safely evacuated	Put in place Personal Evacuation Plans for all pupils/staff with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Annually	SENCO Site Supervisor	All disabled people are safe in the event of a fire
Ensure accessibility of access to IT equipment	Liaise with VI on information with regard to visually impaired pupil	On-going and as required	ICT Lead	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required	Site Supervisor	All disabled people able to have safe independent egress.

Improving the delivery of written materials to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of the pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English School office will	On-going	Office Office	All parents receive information in a form that they can access

	support and help parents to access information and complete school forms			
	Ensure school website and all documents accessible via the school website can be accessed by the visually impaired		School Business Manager	
Improve the delivery of information in writing in an appropriate format	Provide suitable enlarged, clear print for pupils with visual impairment	As required	VI team	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Provide information in other languages for pupils or prospective parents	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils/parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or parents who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirements for access by person with visual impairment	2014/2015	School Business Manager	All can access information about the school