



FIELD JUNIOR SCHOOL ACCESSIBILITY PLAN 2023-2027

This plan sets out our aims in accordance with the Equality Act 2010

The purpose of the plan is to:

Increase the extent to which pupils with disabilities can participate in the curriculum

Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

1. Access to the Curriculum

Target	Actions	Responsible	Timescale	Success criteria
Ensure all teaching staff are aware of disabled children's curriculum access needs	Information on children's needs shared with staff Transition meetings for teachers set up Support Plans in place	INCo/ Headteacher	At transition/ ongoing as required	Staff are aware of and accommodating children's needs
Ensure identified teaching and support staff have relevant specific training on disability issues Including SpLD and autistic spectrum disorders	Identify training needs at regular reviews Opportunities for training via DSPL9 initiatives used External professional advice to be implemented within classroom practice INCo to lead training where appropriate	INCo/ Headteacher	Annual review of support July - On going process	Classroom practice incorporating strategies to facilitate access. Support staff facilitating access to identified pupils
Provide equipment and resources to support pupils with disabilities	Advice from external professionals sought where appropriate Equipment and resources provided to facilitate access	INCo/ Headteacher	As required	All children able to access the curriculum
Develop strategies to support pupils with communication needs	Identified support staff to attend 'Drawing and talking therapy' and 'Protective behaviours' training. Provision to support individual pupils introduced. Further advice to be sought for individual non verbal pupils	INCo/Headteacher	develop and review through year.	Strategies in place to engage more fully with pupils Greater access to learning achieved. Pupils able to communicate more readily with trusted adults.

FIELD JUNIOR SCHOOL ACCESSIBILITY AND EQUALITY ACTION PLAN

To make use of assessment processes in core and foundation subjects to monitor attainment of all	Assessment processes ensuring comprehensive picture of access and attainment of all pupils	Subject leads/ assessment co-ordinator	On going Target Tracker tracking	Assessment and tracking continues to help ensure good progress for all. Assessment procedures give a comprehensive picture of achievement and barriers to learning.
To ensure school maintains therapeutic approach in order to achieve full engagement of all pupils	Review current behaviour/safe handling/ reward strategies 'Steps' approach promoted by HCC All staff to receive training. School to develop its own practice in the light of training and research undertaken	INCo/ PSHE lead/	Training and research ongoing	School successes with pupil engagement maintained. Processes enhanced by new learning. Policy and practice updated. Procedures consistently delivered by all. Happy children actively engaging in school life.

2. Access to the Physical Environment

Target	Actions	Responsible	Timescale	Success criteria
To be aware of the access needs of students, staff, parents, carers and governors with disabilities	To develop access/provision plans for individual disabled pupils Audit needs to ensure staff and governors have access to carry out their duties within school.	INCo/class teacher Headteacher	As required – termly review As required	Individual provision plans are in place to ensure pupils have access to learning environments – in and out of school School aware of staff/governor needs and access requirements addressed.

FIELD JUNIOR SCHOOL ACCESSIBILITY AND EQUALITY ACTION PLAN

	<p>Ensure 'access to work' arrangements in place for staff members where required</p> <p>Reminder to parents to inform school if they have any difficulties with access – admissions documentation and newsletter.</p> <p>Interpreting service to be used where relevant for communication purposes</p> <p>Services of external agencies sought where required to facilitate parental access</p> <p>Reasonable adjustments made to ensure site access for all parents</p>	<p>Headteacher</p> <p>Headteacher</p>	<p>As required</p> <p>Annual review for existing arrangements</p> <p>Autumn term - annual</p>	<p>Staff members able to carry out duties and reasonable adjustments made.</p> <p>Support staff and support aids (eg. Guided dog) enabling individual to have full access within and beyond school grounds.</p> <p>Arrangements in place to give parents full access to school.</p>
<p>Maintain safe access and movement for visually impaired persons</p>	<p>Health and safety walks to include checks on painted areas such as step edges, bollards etc</p> <p>Check exterior lighting is working and sufficient for safe access</p>	<p>Caretaker/ Health and Safety lead</p>	<p>Termly H&S checks</p> <p>On going</p>	<p>Visually impaired people feels safe to move around school premises – internal and external</p> <p>School continues to facilitate guide dog access</p>

FIELD JUNIOR SCHOOL ACCESSIBILITY AND EQUALITY ACTION PLAN

	<p>Take colour contrast into account when redecorating areas of the school</p> <p>Ensure classroom has space for guide dog enclosure.</p> <p>Ensure external route for guide dog exercise and enclosed space for toileting</p>		On-going - In line with premises development	
<p>Ensure classroom environment is appropriate to specific needs of children with disabilities (Eg, calm pastel shades for displays where students have colour sensitivities/ quiet space or breakout area for individual needs / seating or desk adjustment for specific pupils)</p>	<p>Staff aware of the needs of children within the classroom and physical environment adjusted accordingly 'Regulation Station' set up as a breakout area for children that may need it.</p>	<p>Class teacher/ INCo</p>	<p>As required – risk assessment for identified pupils.</p>	<p>All students able to work productively and comfortably within the classroom/school/Regulation Station</p>
<p>Ensure evacuation/ lockdown procedures are in place for disabled persons</p>	<p>Risk assessments for evacuation/ lockdown for identified pupils completed Evacuation/ lockdown plan in place for disabled pupils/ staff. Staff aware of evacuation/lockdown plans for disabled persons. PEEPS completed and reviewed annually.</p>	<p>Health and Safety Lead/ INCo/ Headteacher</p>	<p>On-going – as required</p>	<p>All disabled persons feel safe in the event of fire or lockdown. Supervision arrangements in place for disabled persons requiring support for evacuation Arrangements in place for evacuation of persons in wheelchairs</p>

3. Access to Information

Target	Action	Responsible	Timescale	Success Criteria
Clear signage	Signage to be clear and comprehensive internally for pupil/parent/visitor access.	Headteacher		Small signage reviewed within school building. Pictorial/tactile signage in place where appropriate
Consider ways to improve access to information for parents	Website to be clear and easy to navigate. Investigate any specific requirements and appropriate formats to increase access for disabled parents/carers – large print formats/ braille etc.	INCo/ Headteacher/ website adviser	On-going – twice yearly advisory visits Via Parent partnership process	Website becoming accessible to all. Staff more aware of communication needs of parents – communication more inclusive.