



# **The Forest View Academy Accessibility Plan 2020 – 2022**

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Approving Body	Principal
Signed Principal	

***Our Mission: To improve the communities we serve for the better***

***Vision:***

*Challenging educational orthodoxies so that every child makes good progress in core subjects;  
all teachers are committed to personal improvement and fulfil their responsibilities;  
all children receive a broad and balanced curriculum;  
all academies strive to be outstanding.*

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***Our Ambition: To be the highest performing MAT in the country  
Our Mission: To improve the communities we serve for the better***

## **THE FOREST VIEW ACADEMY ACCESSIBILITY PLAN FOR 2020-2022**

### **1.) PURPOSE OF PLAN**

The purpose of this plan is to show how The Sir Forest View Academy intends, over time, to increase the accessibility of our school for disabled pupils.

### **2.) DEFINITION OF DISABILITY**

*Disability is 'a physical or mental impairment (including sensory and hidden) which has a substantial (more than minor or trivial) and long-term (over 12 months) adverse effect on a persons ability to carry out normal day-to-day activities.'*

#### **(DDA 1995 Part 1 para. 1.1.)**

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak and move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Disability includes learning disabilities, dyslexia, diabetes and epilepsy, speech and language impairments and ADHD regardless of whether a child has been given an official diagnosis. A particular condition exists, whether or not it has been officially diagnosed.

Disability includes pupils with severe disfigurements

Disability includes progressive conditions i.e. conditions that are likely to change and develop over time e.g. cancer, multiple sclerosis and HIV infection

It is necessary for the effect of the impairment to be considered as it would be without any medication or other treatment e.g. epilepsy

### **3.) LEGAL BACKGROUND**

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education.

#### **4.) CONTEXTUAL INFORMATION**

The Forest View Academy has a long and proud history of inclusion for disabled pupils.

The whole building is essentially 1 storey. However, the original part of the school building sits 5 steps higher than the large extension added in the 1970's. There is ramp access to both parts of the building and the disabled toilet has internal and external ramped access.

To the rear and side of the school there are playground areas which both have disabled access. Disabled pupils may need support when entering the school garden at the back of the school as there is uneven ground.

#### **5.) THE CURRENT RANGE OF DISABILITIES WITHIN THE FOREST VIEW ACADEMY**

The school has children with a range of disabilities to include moderate and specific learning difficulties and also a number of children who have a medical diagnosis. Please refer to the SEND register for more details.

We have a number of children who have other medical conditions such as diabetes and asthma. All relevant staff are appropriately trained to support these pupils. Please refer to the medical list which holds more specific details of these children.

We also have pupils with a range of learning difficulties and communication disorders. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils. Please refer to the SEND Policy for more details.

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a safe and secure place which is accessible for First Aiders and appropriate staff members.

#### **6.) INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM**

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 inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

#### **7.) STRENGTHS OF ACCESS PROVISION**

- All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through

aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.

- We have run after school clubs to particularly target children within school with additional needs who have not previously accessed extra curricular provision.
- Door access to buildings has been modified to accommodate wheelchair users
- A disabled toilet is available for adults and children.
- Specific speech programmes, designed by the Speech and Language Therapy Service are delivered to individuals and groups of children.
- Home/school communications are designed to be jargon free with the use of visual aids to promote clear understanding for adults with learning difficulties
- First day calling allows parents with physical and or learning difficulties to communicate with school regarding their child's welfare in a private and non threatening way.
- We have a wide range of equipment and resources suitable for the day-to day-use of children in the age range. We will constantly keep under review resource provision. The School Improvement Planning Process will be the vehicle for considering such needs on an annual basis.

## **8.) WEAKNESSES OF ACCESS PROVISION**

- An audit of furniture available for disabled adult use has yet to take place  
(Children needing specific furniture requirements are catered for)
- Access controls for all doors are not at correct height for wheelchair or mobility scooter users.
- An audit is needed of school resources to ensure that they promote positive images of people with disabilities

## **9.) THE GENERAL DUTY**

We actively seek to undertake the requirement to:-

- Promote equality of opportunity between disabled persons and other persons

- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons, not representing them in a demeaning way, pretending they don't exist or not representing them anywhere at all.
- Encourage participation by disabled persons in public life
- Respect the wishes of disabled children in our setting
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

## **10.) DEVELOPING A VOICE FOR PUPIL, PARENTS/CARERS AND STAFF**

- All children have open access to staff, including Senior Management, and the School Council representatives
- Individual appointments are made following requests from parents and carers to discuss their child's specific needs.
- The school SENco is available most mornings for parents to access either by appointment or by dropping by.
- Individual targets are shared with children
- Individual targets are shared with parents and carers at Parents termly Structured Conversation meetings.
- Alternative arrangements are offered for parents and carers who cannot attend scheduled meetings.
- Children are involved in their target setting and meetings when appropriate.
- Parents and carers are made aware of all meetings, curriculum developments, activities etc in the newsletter. Letters are read to adults with reading difficulties. Or alternative arrangements are made such as emailing/texting information
- Support is given to parents and carers who have difficulties completing forms, either from school, or with regard to benefit support for disabled children

- Children with disabilities frequently need additional support at home and within the community. Applications for Disability Benefits require detailed information from school. All such requests are met.
- Parents and carers may request reports to assist with medical assessments e.g a supporting letter to take to the GP
- Parents and carers are made aware of the support available to them from Parent Partnership.
- Children with disabilities have access to all extra curricular clubs
- Meetings take place within school to support children and their parents with difficulties which may be specific to home e.g. difficulties managing behaviour at home.

### **11.) REMOVING BARRIERS**

- All buildings are accessible for adults and pupils
- Staff training and support from the SENco regarding disabilities is on going e.g. SEMH, Dyslexia, Autism
- Support Services and Family SENco provide on going support and advice for staff and pupils
- Structured Conversations for pupils with disabilities are reviewed termly
- Specialist equipment enables some pupils to access the curriculum e.g. adjustable desks / chairs, wobble seats, ipads, coloured overlays
- Additional funding from HLN and AFN is requested to support some pupils with disabilities to access the curriculum
- Staff recruitment and progress in line with DCFS policy
- The admissions policy does not discriminate against children with disabilities
- The raising of staff awareness with regard to disability issues is ongoing, in order to negate discrimination.

### **12.) DISABILITY IN THE CURRICULUM, INCLUDING TEACHING AND LEARNING**

All pupils access their curriculum entitlement.

Following assessment of a child's specific need, alternative arrangements may be made to support individuals and or groups to achieve their potential (intellectually, socially and emotionally) through:

- one to one in class support
- withdrawn one to one support
- small group support within the classroom
- withdrawn small group support
- setting
- nurture groups
- physical programmes

### **13.) ELIMINATING HARASSMENT AND BULLYING**

- The Forest View Academy recognises that harassment and bullying takes place within all such institutions. All allegations are investigated thoroughly and appropriate action taken. Any incidents are recorded.
- The school regularly leads sessions in assembly and class with regard to bullying.
- In order to raise the profile and positive image of children with disabilities, achievements are celebrated regardless of whether they have been made in or out of school during a weekly assembly.

### **14.) REASONABLE ADJUSTMENTS**

- Adjustments are made within class through differentiation by outcome and support given.
- Teaching and pastoral arrangements are flexible and designed to meet specific needs
- Specialist equipment is used to support children within the classroom and in PE
- Adjustments are made regarding off site and residential visits to ensure that pupils are included. Staff visit venues prior to the visit and adapt accordingly.
- Additional dedicated adult support is available to enable specific children to be supported in school during breaks and at lunchtime

- Medication (with parental consent) is given
- Monitoring of blood sugar levels and the administration of snacks are undertaken for Diabetic pupils
- Seating arrangements within class take into account pupils with hearing and visual impairments
- Classrooms are screened and modified, if necessary, if acoustically unsuitable for a child with a hearing aid
- Dietary requirements are catered for e.g. food allergies, gluten intolerance,
- Inhalers are kept in school for asthmatic children and taken on school outings
- Access arrangements remain under constant review.
- Risk assessments are undertaken by the Disability Support team and building adaptations take place following their recommendations.

## **15.) INFORMATION, PERFORMANCE AND EVIDENCE**

### *Pupil Achievement*

Progress is tracked in accordance with school standard tracking procedures and is monitored with regard to the categories of need shown on the Special Needs Register

### *Learning Opportunities*

Learning opportunities are available to all pupils and are delivered following any necessary reasonable adjustment.  
Curriculum plans promote the understanding of disability

### *Admissions, Transitions, Exclusions (including SEBD)*

The Admissions Policy is in line with the Local Authority regulations and does not discriminate against pupils with disabilities

### *Social Relationships*

There are a number of children within school who have disabilities who are providing good role models for the other children.

### *Employing, promoting and training disabled staff*

All interview paperwork is kept to ensure that no discrimination has taken place. Interview questions are the same for each candidate and allocated to panel members prior to the interviews.

Staff training needs are assessed by the Training Co-ordinator and allocated according to individual needs, school priorities and funding.

## **16.) THE BOARD OF TRUSTEES.**

Trustees follow their duty with regard to the implementation of the General Duty by

- Monitoring policies and practices to ensure that disabled pupils are not placed at a disadvantage compared to their non-disabled peers
- Taking reasonable steps in anticipation of the broad range of needs and requirements, not only of current, but future pupils. Provision needs to be 'anticipatory' not based on waiting until a child with a particular disability seeks admission to the school.
- Ensuring the maintenance of academic and other standards for pupils with a disability
- Taking into account the Health and Safety needs of disabled and other pupils within the school
- Reviewing practices and procedures on a continuing basis
- Ensuring that recruitment and retention of all staff reflects the legislation regards the rights of disabled adults.
- Maintaining an overview of consultation procedures and outcomes

## 17.) Accessibility Target Plan

<i>Targets</i>	<i>Strategies</i>	<i>Outcome</i>	<i>Timeframe</i>	<i>Goals Achieved</i>
To improve availability of written materials in alternative forms	Make use of LA services to provide written materials in alternative formats as necessary	Written materials available in alternative formats	As required	Pupils/adults with visual impairment can access modified materials
Check list of children with dyslexia/dyscalculia, ADHD, on Autistic Spectrum, Speech & Language difficulties, Attachment issues, Visual/Auditory impairment, Downs Syndrome etc. and review learning aids and strategies.	SENco to audit learning aids and strategies and introduce additional ones if need be. Seek advice from appropriate agencies and implement training.	New resources in place. On-going Staff training to address needs	On-going	Increased access to the Curriculum
To ensure inclusion in all aspects of school life	Review SEN/Inclusion policy	Annual review and update complete	Summer term 2019	All groups within the school have equal access to opportunities
To ensure easy access to all areas of the school	To install ramp to external doors from Class1, Class 3 and cloakroom to playground	Pupils/adults with mobility problems able to move in and out of building at nearest point	Autumn 2018	Easy access for all
7. Provision of Information	Adult education courses continue to be provided to support parents to help their children. Newsletters keep parents informed of forthcoming events. Additional letters sent, on request, to parents living in a different household. Letters from school made even clearer by use of pictures and diagrams. Teachers usually available at short notice. Parent governors available in school every day. Notice-board in Reception to give details of current events etc. in school and to highlight school information.	Improved communication in a wide variety of ways	Ongoing	All parents receive information. Even 'hard to reach' parents receive better quality information about children and the school.

## **19.) CONCLUSION**

The Forest View Academy is a fully inclusive school which provides for all its pupils. The school is well placed to meet the Disability Discrimination Act in its current physical environment. This school works successfully with multi-disciplinary professional teams to deliver the right education for all pupils. On-going staff training is a priority in our responsiveness for the future.