



St Faith's



Church of England
Infant and Nursery School



"Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship.

We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all."

Oscar Romero "Aspire not to have more, but to be more."

ACCESSIBILITY PLAN

Questions to ask	Issues Identified	Barrier to access Yes/No	What sort of issue is it? eg training, policy, documentation, physical environment, communication	Should this transfer to the plan? Yes/No
1 CULTURE ETHOS POLICIES PRACTICES				
1.1 Is everyone made to feel welcome including those with physical disabilities or sensory impairments?	<ul style="list-style-type: none"> -disabled toilet is provided within a specially built hygiene suite. -new buildings are acoustically sound to provide a better environment for hearing impaired children. - additional alterations to learning environments for children with hearing impairments. -Some BSL signing during singing in Collective Worship in order to promote different modes of communication between hearing and non-hearing pupils/staff. -Visual timetables -specialist equipment sought to support where necessary. -Additional staff provided where required. -Sensory Garden to meet various sensory needs. Includes various lighting and a dark tent. 	NO	Frequent assessment of training needs in relation to new intake or new pupils arriving in school.	NO
1.2 Are there high expectations of all pupils?	<ul style="list-style-type: none"> -All pupils are expected to make good or better progress. -Pupils making less than expected progress are identified and supported through interventions/higher support. -Pupils with continued less than expected progress are identified by the SENCo and relevant referrals/assessment are actioned. Pupils with identified SEMH (Social emotional Mental Health) issues are assessed using the 'Progression Framework' tool in order to assess needs and set realistic and meaningful targets. The progress of SEN pupils is measured using PIVATs -Pupils with EBMHD (Emotional, Behavioural or Mental Health Difficulties) are carefully support in order to ensure their specific needs are met to aid their ability to learn. -VSEND tool is used by the SENCO, in discussion with the class teacher, to help further assess and identify the needs of individuals. 	NO	<p>Termly data analysis carried out by relevant Class Teacher and members of the SLT.</p> <p>Formative assessment of pupils is ongoing to ensure needs are met.</p> <p>Individual needs raised with SENCo.</p> <p>Staff discuss individual and groups of children during Pupil Progress and Team around the class meetings, where actions and next steps are also planned.</p>	NO

1.3 Do staff, governors and pupils share a philosophy of inclusion?	<ul style="list-style-type: none"> -All staff and governors are aware of the schools inclusion policy. -Staff are extremely nurturing and embrace supporting all children. -All staff receive training in relevant areas to aid inclusion such as: Team Teach, Behaviour Training, Epilepsy awareness and treatment, Epipen training for allergies, Autism awareness -Health Care Plans and Risk Assessments ensure that all children are included where it is safe to achieve. 	NO	Hayley Palmer (SENDCo) is also Inclusion Leader.	NO
1.4 Are pupils equally valued?	-All pupils are treated with the utmost respect. Those children that struggle either with their learning or difficult behaviour are given every opportunity to succeed. This may be through behaviour plans/pupil profiles or through gaining advice from professionals that are experts in their field.	NO	Staff with SENCo leading to constantly be mindful of children's needs and highlight areas of concern. Meetings to be held with parents and referrals put in place to external agencies if required. Risk assessments to be completed for offsite visits to ensure the safety of the pupil.	NO
1.5 Do staff seek to remove all barriers to learning and participation?	<ul style="list-style-type: none"> -Staff regularly meet both formally and informally to discuss ways to promote active participation from all our pupils. This may include bespoke and personalised curriculums for individuals, additional adult support, new resources, -Interventions to help boost self-esteem and social skills such as ELSA, Drawing & LEGO Therapies. 	NO	Personalised and bespoke curriculum planned as needed. High levels of communication within class and year group teams.	YES
1.6 Are lessons made accessible to all students?	<ul style="list-style-type: none"> -All lessons are differentiated to include all pupils. Interventions are mainly provided in the afternoon which allows all pupils to access age related learning and then the opportunity to fine tune their existing knowledge. -There would be considerations required to provide good access to wheelchair users. 	NO	Careful consideration of a new pupils needs, or current pupils changes of circumstance. Assessing the school environment and classroom to ensure that pupils needs are met, and any obstacles overcome.	NO
1.7 Do you make the best use of teaching assistants (TAs)?	<ul style="list-style-type: none"> -TA's are deployed to support groups of children and individuals. They also provide a positive role model in supporting children with emotional difficulties and challenging behaviours. The TA's play a key role in developing positive behaviour plans and discussing ideas about intervention and curriculum suitability for children. -1:1's or a class team are put in place to support children with significant SEMH difficulties to maximise the support given to all children. 	NO	<p>Frequent analysis of pupils/class needs to ensure high quality deployment. This is discussed at Team around the class meetings.</p> <p>Termly data analysis identifies pupils that are progressing slowly and require additional support through intervention. Staff are identified by their strengths and deployed accordingly.</p>	NO

2 STAFF TRAINING

2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	<ul style="list-style-type: none"> -All staff have been trained in epilepsy. -SENCo seeks advice from the Specialist Nurse Training team if a child is identified as having a specific medical condition. -training programme in place and reviewed annually to meet the needs of all our children. 	Only if new knowledge is required.	Frequent analysis of training needs.	NO
2.2 Do you ensure that teachers and	-Expert advice/training is sought when pupils with specific difficulties are enrolled in our school.	Only if new knowledge is required-	Frequent analysis of training needs.	NO

TAs have the necessary training to teach and support disabled pupils?	-Teachers and TA's access a range of training both externally and in-house.	depending upon the needs of any new intake		
2.3 Are your staff aware of how classrooms should be optimally organised for disabled pupils?	-Staff are aware of the importance of wheelchair access and would alter the layout of their class room where required. -Staff have actively engaged in making small changes to their classroom in relation to positive changes to the environment to enhance the learning experience for hearing impaired pupils. -Adjustments are made, in discussion with the SENDCO to meet individual needs. -Considerations are made when allocating classrooms	NO	St Francis Hill Outreach team/Working Together Team/Teacher of the Deaf to support staff in optimising classroom environment as necessary.	NO
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?	-Staff training programme in place and reviewed annually to meet the needs of all our children.	NO		NO
3 PROVISION OF WRITTEN INFORMATION				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	-The school website contains a wealth of information. This included the school SEN policy and our Information Report. This will give parents/carers the opportunity to access facilities. -Weekly newsletters keep parents/carers well informed. -Our Nuture lead provides a wealth of support to parents. -Information is also shared and recorded via our One drive and CPOMs.	NO		NO
3.3 Do you provide access to computer technology appropriate for students with disabilities?	-All children have access to ipads. This ensures that learning styles can be met and children with significant needs to access learning.	NO		NO
3.4 Do you ensure that information is presented to groups in a way which is user friendly for pupils with disabilities which affect their vision eg by reading aloud overhead projections and describing diagrams?	-Information is presented in large font and pictures/photographs are used for clarity of understanding. -Back ground colours can be changed from white if required to aid visual access to work. -Most of our pupils learning is immersive. Any Interactive board content is discussed and used interactively to ensure that all pupils have access to learning.	NO		NO
3.5 Do you have the facilities to produce written	Yes	NO		NO

information in a variety of font sizes?				
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from 105 Judd Street, London WC1H 9NE or www.rnib.org.uk) when producing written information	Not required at the present time		Will be actioned if required.	NO

4 THE PHYSICAL ENVIRONMENT

(Consider all the areas to which pupils should have access including all academic, sporting, play, social facilities; these would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.)

4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils to use wheelchairs?	<p>-The internal door release at the main entrance has now been located in a higher position. This is to avoid the possibility of pupils opening the doors (safety issue). Unfortunately this restricts access for disabled adults.</p> <p>Textured paving slabs in new build area have been used to denote a change in level/step.</p> <p>The main entrance into the school has a disabled door release.</p>	YES	<p>Textured paving slabs in new build area have been used to denote a change in level/step.</p> <p>The main entrance into the school has a disabled door release.</p>	NO
4.2 Are toilet facilities and showers accessible to wheelchair users?	-A disabled toilet and hygiene suit are provided.	NO	Policy needs to reflect safe use of the hygiene suite (staff to pupil ratios)	NO
4.3 Are there safe pathways of travel around the school site and parking arrangements?	<p>-Car parking is for staff only. There is on street parking around the school vicinity.</p> <p>-Children are discouraged from riding bikes and scooters on the path into school.</p> <p>-Parents with disabilities can access the school carpark under prior arrangement with the school.</p>	NO	The outside of the school site was assessed once building work had been completed.	NO
4.4 Is there any décor which may be confusing or disorientating for disabled pupils with visual impairment, for example floors and walls which are the same colour?	N/A			NO
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by	N/A			NO

wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?				
4.6 Is there accessible storage to enable disabled pupils to access aids and equipment?	-The majority of child related storage, is at the appropriate height for all children to access- table top height.	Not at present		NO
4.7 Are there arrangements which might prevent the inclusion of people with disabilities affecting their hearing including rooms with poor acoustics and noisy equipment?	-All newer built classrooms and the hall are acoustically sound. The new library has an acoustic ceiling. -Small changes like lining trays and pencil pots with felt are also used to enhance the environment.	Not at present		NO
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	Textured paving slabs in new build area have been used to denote a change in level/step.	Not at present	St Francis Outreach Team are available to access the schools needs in relation to pupils requirements.	Only if the need arises.
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	When the fire alarm is activated, there is an auditory alert, with the fire bell ringing. This is heard in the school building. Procedures are followed.	No, as procedures are practised and clear	A Lock down policy is also in place.	NO

ACCESS PLAN

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short Term 1.5 Do staff seek to remove all barriers to learning and participation? <i>Increasing access to the curriculum for all children.</i>	To ensure that pupils with communication issues are supported in order to develop their speech skills and boost communication. .	EYFS staff to complete NELI training and assess all children on entry to reception to enable an intervention group to be put into place.	All staff working with EYFS pupils will have knowledge and skills to develop communication and language. All children will make good or better progress in language and vocabulary development.	By July 2022 and ongoing.	That children with communication delay have the correct support in order to increase their communication All children will have a range of vocabulary which they understand and can use effectively.
Medium Term 1.5 Do staff seek to remove all barriers to learning and participation? <i>Increasing access to the curriculum.</i>	To support children with low self-esteem/confidence issues, in order for them to become more resilient and improve learning behaviours.	Key members of staff to deliver interventions to identified pupils: Lego Therapy ELSA Drawing Therapy Forest School Mental Health awareness A range of staff are completing training to enable more support to be given and for all children identified across the school. Close liaison with the SENDCO to ensure that all learning is personalised to meet the needs of all children and their next steps.	Children monitored through these interventions will have demonstrated an increase in resilience/ self-esteem/ self confidence.	By January 2023	That children's learning behaviours will have improved. Staff skills have also developed and being well utilised to support groups and individuals.
Long Term 1.5 Do staff seek to remove all barriers to learning and participation? <i>Increasing access to the curriculum.</i> <i>Acknowledging and identifying learning needs early and supporting these</i>	To help to boost story telling skills in order to develop writing skills (for all pupils). To improve phonics knowledge in order to develop reading and writing skills (for all pupils).	Talk for Writing is being used across the school and implementation is building year upon year. Little Wandle implemented, with a continued focus on the bottom 20%, aiming from them to keep up rather than catch up.	Greater use of language and developed story telling skills in the EYFS. More children achieving GLD at the end of Reception. Improved writing confidence and skills across the school. Consistent and successful Little Wandle implementation.	By July 2023	All children making good or better progress in key areas of reading and writing.

SEN and Disability Discrimination provides protection for pupils with disabilities by preventing discrimination against them at a school on the grounds of disability. The Duties are:

- A duty not to treat disabled pupils less favourably, without justification, than their non-disabled peers.
- A duty to make reasonable adjustments to ensure that pupils who are disabled are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).

St Faith's Church of England Infant & Nursery School will plan to increase progressively the accessibility of schools to pupils with disabilities (the planning duty). There are three strands to the planning duty:

- Increasing physical access ~ Improving the physical environment for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated service e.g. aids to physical access (ramps, handrails, lifts), physical aids to access education (ICT equipment, specialist desks and chairs).
- Increasing access to the curriculum ~ Increasing the extent to which pupils with disabilities can participate in the curriculum e.g. staff information and training, classrooms organisation, timetabling.
- Increasing access to written information ~ Improving the delivery to pupils with disabilities of information which is already provided, in writing, to pupils who are not disabled such as handouts, timetables, newsletters, e.g Braille, audio tape, large print and the provision of information orally.

Approved by the governing body on:-	May 2022
Signed (Chair of Governors)	Robert Parker
Signed: (Headteacher)	Lisa Wright (Deputy Head)
Review Date	May 2025