

The Weald Federation

Of Five Ashes, Frant, Mark Cross and Mayfield Church of England Primary
Schools



**With God's love we grow and learn
together**

To be an inspirational place of learning. Together, with our community, we
strive for excellence enabling every child to flourish.

Through our Christian ethos, we aim to empower our pupils to become
independent, reflective learners able to contribute to our ever-changing and
diverse world.

Accessibility Plan Frant

Led by:	Joanna Challis and Jo Warren (EHTs)
Date implemented:	September 2020
Date for next review:	September 2023
Approved by:	EHTs or GB
ESCC policy / school	School

Statement of Accessibility

Arrangements for providing access to learning and the curriculum

The school will ensure that all children have access to a 'balanced and broadly based' curriculum and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly beneficial to that individual and leads towards inclusion. Refer to inclusion policy.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. There are high expectations of all pupils.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning. Staff training will ensure that staff are suitably qualified to support all children. This will be proactive i.e. Training will be sought in readiness of children entering reception in the near future.

Schemes of work and policies for each area of the curriculum are in place and differentiated to include appropriate learning outcomes for all pupils. Each policy refers to the Inclusion Policy.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the 'hidden curriculum' and extra curricular activities are barrier free and do not exclude any pupils. All pupils are encouraged to participate in music, drama and physical activities.

Information is provided to parents/carers in written format via letters, newsletters, parent mail or emails, supported by summaries told to the children by the Head of School or class teachers when those letters are issued. Parents/carers requiring other formats would have this provided.

Larger type font will be used when required.

Staff are available to parents before and after school, usually via appointment, to discuss issues and clarify information sent home. We ensure access to information for children by flexible grouping e.g. pairing children

/ peer support / extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through ICT or peer / adults scribing.

Visual resources are available and used throughout the school. Resources are labelled and visual pictures are added to these labels to further improve clarity.

All children requiring information in formats other than print would have this provided (e.g. Braille, Communicate in print, Makaton etc).

If and when children with severe visual and/or auditory disabilities are received into the school, the Head of School will liaise with parents, class teacher, SENCo and if necessary LA sensory services, to ensure that those children have equal access to all information.

Incorporating disability issues into the curriculum

Frant CEP School accepts its responsibilities to promote disability equality according to the Equality Act and views this extension of its duties alongside Parts 2, 3 and 4 of the Disability Discrimination Act (DDA) as a further positive step towards achieving equality for disabled pupils and staff across all areas of school life. Refer to Equalities Policy.

The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice can be sought from disabled people's organisations on appropriate resources. Members of the school community and the local community are invited into school to help raise awareness of issues when appropriate.

Library resources will be regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority will be given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.

Terminology, imagery and disability equality

The school works with the children to understand the impact of the words they use, and deals seriously with derogatory name calling related to special educational needs or disability.

We will try to make sure we have positive images of disabled children and adults in displays, resources etc.

We aim to make optimum use of Circle Time and PSHE lessons for raising issues of special educational needs and other disability equality issues.

(Please see bullying policy, behaviour policy and equality scheme and SEND Information Report on our website).

Listening to disabled pupils and those identified with additional needs

Frant CEP School encourages the inclusion of all children. We have circle time throughout the school. We use pupil voice within the school.

The school has a school council. This meets regularly and all children are encouraged to participate and are listened to and valued.

We aim to include children in their target setting and encourage and support them to take an active part in their reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

Working with disabled parents/carers

Frant CEP School recognises that there could be a number of disabled parents/carers of children within the school, and we would work to try and ensure they are fully included in parents/carers activities.

When a child starts at the school we ask the parents/carers about their access needs and then would send notes, newsletters or other information home in the required format e.g. audio tape, large print etc.

Disability equality and trips or out of school activities

Frant CEP School aims to make all trips inclusive by planning in advance and using accessible places. All school visits are made accessible to all pupils irrespective of impairment or attainment.

All children are welcome at our after school activities.

The Disability and Equality Scheme will be monitored alongside the Accessibility Policy and reported in the same cycle to the Governing Body.

Statement of accessibility to be read in conjunction with: Disability Equality Scheme
Equal Opportunities Policy Inclusion Policy
Improving the physical access of Frant CE Primary School

Definition of disability

'Substantial' adverse effect means something more than minor or trivial.

A 'long-term' effect is one which has lasted more than 12 months or for which the total period is likely to be at

least 12 months or likely to last for the rest of the person's life. This can also apply to recurring conditions. Normal day to day activities are listed in schedule 1 of the DDA.

We are aware that pupils may be defined as disabled under other legislation and may be receiving services under that legislation.

(See code of practice for schools for other legislative definitions.)

Access audit of existing school environment

The school was built in 2010/2011 and as such due regard for the DDA (2005) was implemented in its design and accessibility both internally and externally.

There are currently no issues regarding accessibility in the physical environment.

Improving Access to the Curriculum

Targets	Agreed action	By whom	By when	Success criteria (measurable outcomes)
Continue to improve the outcomes of all	To improve quality first teaching for vulnerable learners through	Head of School, SEN Co,	Termly	Assessment and data are used effectively to inform planning and support good progress.
vulnerable learners	frequent monitoring of teaching and learning, pupil progress in lessons, and feedback to staff.	Subject Leaders		DLW routinely form part of monitoring of access to teaching and learning for vulnerable learners and feeds into the development of QFT and staff CPD needs. School leaders analyse tracking of pupil progress for vulnerable learners and monitor how this informs planning. Vulnerable learners make at least expected progress and, where possible, exceed expected rates of progress.