



Forton Primary School Accessibility Plan 2023-2025

Vision of Forton Primary School's Accessibility Plan

Forton Primary School has high ambitions for all pupils and expects all pupils to participate and achieve in every aspect of school life. Our commitment to equal opportunities is driven by the EYFS and National Curriculum Inclusion statements. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;

Key Objective

Forton Primary School aims to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Forton Primary School makes all children feel welcome irrespective of race, colour, creed or disability.

Definition of Disability

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Current Information (2023-2025) on Forton Primary School

Forton Primary School has on roll several children with physical, medical and learning disabilities.) and has never refused an admission because of a disability.

Adjustments have been made for the hearing impaired children in the past and this included the physical adaptations needed for sound proofing for these children as they move through Key Stage 2.

Disabled children at Forton Primary School take an active part in all activities including curriculum and extra curriculum (e.g. sport, music, student council, etc).

The following were consulted during the development of the plan

Teaching staff, support staff, parents, children and governors were consulted during the development of this plan.

The main priorities in the school's plan:

- 1. Increasing the extent to which disabled pupils can participate in the school curriculum**

Forton Primary School increases the extent to which disabled pupils can participate in the curriculum by:

- differentiated planning
- a clear assessment of the current Early Years Foundation Stage Early Learning Goals and National Curriculum levels of the full range of pupils, particularly in relation to speaking and listening levels
- working collaboratively within the school and sharing work with other schools
- appropriate deployment of learning support
- scheduling planning sessions over time.
- appropriate ICT support;
- ensuring that staff know about evidence-based practice studies of curriculum work for disabled pupils, through professional development, information available in the staffroom or on the intranet;
- pupil grouping and use of peer support
- working with support agencies

2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Forton Primary School has identified the following needs for improving the physical environment of the school to increase the extent to which pupils can take advantage of education and associated services:

- Classroom 4 – carpet and associated electrical work to enable hearing impaired children to work in an environment that is more conducive to children with hearing loss..
- Curriculum –staff training for Autism to better understand how to adjust teaching and learning for child recently identified with this syndrome.
- The school building can be accessed by wheel chair user through the main door and from the playground.
- There are toilet facilities for wheel chair users.
- There are changing facilities and a washing machine.
- There is a disabled parking space.

3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Standard information for Forton Primary pupils includes:

- homework;
- time-tables;
- worksheets;
- teacher feedback and marking of work;
- notices;
- tests and examinations.

Forton Primary School will consider a variety of different formats including:

- audio-taping information;
- enlarging print;
- simplifying language;
- using picture/symbol language.
- Visual timetables

Implementation of Forton Primary School's Accessibility Plan

1. Management, coordination and implementation

All members of Forton Primary School need to be aware of their duties to pupils with disabilities. To achieve this it is important that we:

- ensure that all staff are aware of the disability discrimination duties as they apply to schools;
- secure the commitment of all staff to removing barriers and increasing access;
- draw on support from within and beyond the school;
- target training for particular groups of pupils/staff/aspects of school life;
- share good practice between staff and with other schools.

Governors monitor the effectiveness of the plan through termly meetings.

Mrs Ruth Ross is the SEND Governor.

2. Availability of Forton Primary School's Accessibility Plan

The Accessibility Plan can be accessed on the school's website.

Hard copies of the school's accessibility plan can be made available through the school office.

