



Fair Field Junior School



Access Plan 2019-2020

Statement of Intent

Fair Field Junior School is committed to nurturing an individual's potential and thirst for learning by offering a safe, happy and stimulating environment. We build all we do on our shared values: Respect, Honesty, Perseverance, Kindness, Forgiveness and Inclusion.

Access Plan	
Written by:	Renu Chotai
Date:	04.03.19
Approved by:	FGB
Date:	07.03.19
Review frequency:	Annually
Target Audience:	All Stakeholders

The governing body shall conduct the school with a view to promoting high standards of educational achievement. Fair Field Junior School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.



Action Plan for Disability Equality Scheme

September 2019- 2020

Collecting views to inform scheme	Activity/ Resources	Responsible	Timescale	Outcome
	Collect views of pupils on disability register through pupil interviews	Inclusion Leader	September 2019	
	Send out/collect in questionnaires to parents	Inclusion Leader	Summer 2019	
	Revise new admissions pack to include questions for parents of children with disability	Executive Headteacher	September 2019	
	Collect views of disabled users of school with specific focus on reading letters and information sent home, website access. Direct contact with known parents, school nurse and care plans.	Executive Headteacher	October 2019	
	Keep staff updated in terms of information sharing, training and collection of their views.	All staff	Ongoing	
	Discussion with parents and pupils at Parent's Evening/reviews etc	Inclusion Leader, class teachers	Ongoing	



Premises and Environment	Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities, accessibility of outside areas- playground, field walkways into school	Head of School, Site Manager, Inclusion Leader	Spring 2020	
	Review as part of the audit the provision of ramps, improvements to doorways; the provision of furniture and apparatus to improve access	Site Manager, Head Of School	Spring 2020	
	Activity/ resources	Responsible	Timescale	Outcome
	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budgets. (Further actions to be developed following audit)	Executive Headteacher, Finance committee	September 2019- July 2020	

Policies and initiatives	Behaviour Policy Review	Staff and governors	Annual policy review cycle	
	Include aspects of Disability Equality in school assemblies and worship	Head of School, Assemblies coordinator	Ongoing	
	Increase awareness of and positive attitudes towards disability through the curriculum	All teachers	Ongoing	
	Conduct audit of the physical environment of the school	Executive	Summer 2019	



	and make recommendations for any necessary actions. Link with audit in Spring 2017	Headteacher, Site Manager, Governors		
	Review the accessibility of written information to those with a disability and implement any necessary actions for improvement	Head of School, SENCO	October 2019	
	Review of other linked policies: SEN, Health and Safety, Equal Opportunities, Anti-Bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, Transfer to Medical information	Staff and governors	Annual policy review cycle	
	Ensure staff are up to date with new advice and that is it added to induction training of new staff	Head of School	Ongoing	

Using Data to develop	Devise Disability Register. (Pupils and staff)	SENCO	Summer 2019	
	Continue to track cohorts on Raise Online and school tracking system to analyse <ul style="list-style-type: none"> ✓ Attendance ✓ Exclusions ✓ Academic Performance ✓ Investigate new data system 	Head of School, SENCO	Ongoing half termly	
	Continue termly Progress Meetings, where needs, issues and performance of pupils on DR are discussed	Head of School, all staff	Ongoing	PPM half termly meetings



	Activity	Responsible	Timescale	Outcome
	Create class file with basic medical information for visiting/supply teachers. Passed on and discussed with new teacher at the beginning of a new school year. Also care plans updated in Sept available in staff room or notice board.	Inclusion Leader, all staff	Kept up to date/ ongoing	

Access to the curriculum	<ul style="list-style-type: none"> ✓ Remind staff of Quality First Teaching and National Curriculum Inclusion Statement ✓ Run staff meeting on "Reasonable Adjustments" 	Head of School, Inclusion Leader	Ongoing classroom observations	
	Share good practice relating to disability issues and data	All staff	Ongoing	
	Monitoring of teachers' planning will include careful consideration of differentiation and 'reasonable adjustments' made	Head of School, All staff	Termly	
	Review of resources and ICT provision with consideration to suitability and development of pupils on DR	Head of School, All staff	Ongoing	



	Audit of staff training needs, discussions during PM	Head of School, Executive Headteacher, Inclusion Leader	Ongoing	Training needs discussed at PPM for teaching staff
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Assessment:

- ✓ The completion of essential set up tasks
- ✓ The impact of better awareness of everyone in school producing more positive opinions
- ✓ Improved academic results and standards

Monitoring and evaluation:

- ✓ To be completed annually by Disability Working Party, during the Summer Term
- ✓ Consider views of those on disability register and their parents
- ✓ Governors to be aware of and following guidelines in 'Duty Checklist'



Appendix A- Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disability, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as:

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

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

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.



Details of disability are collected in the following ways:

- Pupils- from SEN register, medical record sheets and data entry sheets (SIMS)
- Parents/carers- from disclosure to the school or from data entry sheets
- Staff- disclosure to the Headteacher in confidence.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems correct with glasses or lenses do not qualify
Learning difficulty, including Specific Learning Difficulty	Dyslexia, dyspraxia, ADHD, ASD, Obsessive compulsive disorder	
Medical condition	Diabetes, arthritis, cancer, depression, and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life including anxiety	
Speech and language	Development delay or physical difficulties leading to additional Speech Language needs	