

## Fairstead Community Primary and Nursery School

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our website, [here](#)



## Accessibility Action Plan

**2023 – 2024**

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Our accessibility plan aims to:

Increase the extent to which all children with can participate in the curriculum

Improve the physical environment to enable all children to take better advantage of the education, benefits, facilities and services we provide

Improve the availability of accessible information to all children

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Norfolk County Council have worked with young people to develop the Flourish ambition into a framework of impacts and outcomes. This framework forms the basis of the [Flourishing in Norfolk strategy](#)

Flourish focuses on these areas of impact:



<b>Family &amp; friends</b>	<b>Learning</b>	<b>Opportunity</b>	<b>Understood</b>	<b>Resilience</b>	<b>Individual</b>	<b>Safe and secure</b>	<b>Healthy</b>
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## **1. The purpose of this plan**

This plan sets out how we, as a setting, will increase access to education for disabled children and young people in three key areas:

1. increasing the extent to which disabled children and young people can participate in the curriculum;
2. improving the environment to increase the extent to which disabled children and young people can take advantage of education and associated services;
3. focusing on how we deliver information, which is often only provided in writing to improve accessibility for all, including families

Our accessibility plan will be reviewed and reported on annually.

### **Definition of disability**

The definition of disability is set out in the Equality Act 2010, Part 6:

‘A physical or mental impairment which has a substantial and long term effect on a person’s ability to carry out normal day to day activities.’

### **Reasonable adjustments for disabled children and young people (CYP)**

We will take reasonable steps to ensure inclusion so that CYP with disabilities are not disadvantaged in comparison to CYP without disabilities. This means changing the way we work, providing additional resources and removing physical or other barriers.

Examples include:

- providing additional support
- providing adapted equipment
- implementing assistive technology
- making environmental adaptations

## 2. Accessible Norfolk – principles and values .



### **3. What does accessibility and inclusion mean for us?**

At Fairstead Community Primary and Nursery School we work hard to ensure that every member of our school community – children, parents, staff and visitors – feel safe and included. We are an inclusive school and every child, whatever their individual abilities or needs, is equally valued and welcome here. We expect all parents and visitors to understand and support our inclusive ethos.

Inclusive learning and teaching recognises all children's entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. Inclusion in our school describes the right of children to access mainstream education alongside their peers.

When reviewing or redesigning our environment (such as, but not limited to, our culture, buildings, technology, information, communication) we commit to:

- ✓ promoting inclusion, participation, and equal opportunity
- ✓ making the necessary identical or equivalent adjustments
- ✓ ensuring provisions for privacy, security, and safety
- ✓ ensuring dignity and respect

#### 4. What we have in place to make our setting accessible

Themes	What we are doing well	What our school community tell us
Relationships	<ul style="list-style-type: none"> <li>• All children are actively listening to. Pupil voice is heard through one- page profiles, questionnaires and our school council</li> <li>• Communication in our school is clear. Children know who to go to for help in our school. Parents feel confident to speak to their child’s class teacher or a member of SLT if they have any concerns.</li> <li>• One page profiles include information such as accessibility requirements, support needed and parental and child voice.</li> <li>• SEN Cause for Concern forms are used for as part of our assess, plan, do, review cycle. The teachers’ form has a section for parental views or we have a separate parent form where parents can raise their concerns directly with the Inclusion Team.</li> <li>• Parents are invited in for SEN support plan meetings to co- produce their child’s targets and set appropriate next steps. This provides the parents with an ideal opportunity to discuss any concerns they have, ask questions about the support their child is receiving and comment on the progress they are making.</li> </ul>	<p>When asked “Do you feel that we actively listen to the voice of the child in order to meet their needs?” Our staff scored an average of 4.25/5</p> <p>All staff when asked agreed that we take time to know our parents and build relationships with them</p> <p>96% of parents of children on the SEND register know how their child is supported in school</p> <p>89% of parents of children on the SEND register answered yes when asked “The school and I work together to plan how my child’s needs will be met”</p> <p>100% of children on the SEND register are happy at school</p> <p>100% of children on the SEND register feel the adults in the school help them and 97% know who to ask for help</p>

<p>Training</p>	<ul style="list-style-type: none"> <li>• Our IPSEF has been completed and recognises that the leaders of our school value staff CPD to ensure they are confident to meet the needs of the cohort.</li> <li>• Staff are consulted with using questionnaires to explore possibilities for further CPD. Staff are committed to and take responsibility of their own professional development in order to meet the needs of our children with SEND. Staff can request CPD using our CPD request form.</li> <li>• Where there is an identified need for training e.g. Attention Autism, Norfolk Step Up it is organised and planned for appropriately.</li> <li>• CPD is planned for across the year to cover a wide range of training needs e.g. Curriculum, Teaching and Learning principles, scaffolding, Anxiety etc.</li> <li>• Our SENCO completes an Inclusion in a Nutshell every term to ensure staff are deployed appropriately to meet our children's needs. Interventions are planned for effectively, training and monitoring takes places regularly to ensure all of children receiving high quality teaching and support.</li> <li>• INDES are completed for all of our children on the SEND register to provide an overall picture of need across our school. Provision and training are then planned for accordingly.</li> <li>• PEaSS documents are used by our staff to support children. Strategies are used and progress is monitored carefully before a cause for concern</li> </ul>	<p>90% of our staff felt confident to meet the children in their class' needs.</p> <p>95% of parents of children on the SEND register feel overall what our school does for their child is good or excellent.</p>
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	<p>form is raised to the inclusion team. Where training is identified as being required our SENCO plans for how we will fulfil the need.</p> <ul style="list-style-type: none"> <li>• Our appraisal process ensures all staff feel valued and individual training needs are openly discussed and staff feel valued.</li> </ul>	
Environment	<ul style="list-style-type: none"> <li>• Our school has a welcoming ethos where all children feel part of our school community from their first visit to our school.</li> <li>• Where necessary we work with external agencies such as VSSS to ensure the physical environment is adapted to meet the needs of individual children. This is completed alongside our site manager.</li> <li>• At our school inclusion is central to our curriculum and teaching and learning principles.</li> <li>• We ensure communication is planned for appropriately and that key staff communicate with parents/ carers through regular meetings, class dojo, telephone calls and parent questionnaires.</li> <li>• Widgit symbols are used consistently throughout our school to promote effective communication for all our children</li> <li>• Emotional literacy questionnaires, Leuven scales and the Boxall profile are used to support staff in understanding the emotional needs of our children. We have a dedicated ELSA room where interventions are run to support our children needing additional provisions or a safe space.</li> </ul>	<p>When asked “Our school is welcoming and enables every child to have a sense of belonging” our staff scored an average of 4.52/5</p> <p>100% of parents of children on the SEND register feel they are able to approach staff about concerns they have about their child . 82% of parents asked feel these issues or concerns are quickly addressed.</p> <p>95% of children on the SEND register enjoy coming to school</p> <p>89% of children on the SEND register feel the classroom supports their learning</p>

Curriculum	<ul style="list-style-type: none"> <li>• Our curriculum strives to enable all learners to access learning in a way which enables them to engage and progress</li> <li>• Inclusion non- negotiables are in place to develop independence and promote access to the curriculum</li> <li>• Our curriculum provides opportunities for real life experiences by using educational visits, visitors and events to enhance the children’s learning</li> <li>• We strive for all children to attend school trips and where necessary risk assessments are put in place to allow children to take part</li> <li>• Where it is identified that a child at our school needs a bespoke curriculum this is carefully planned for and we prioritise their needs accordingly.</li> </ul>	<p>When asked “In our setting children are at the centre of provision planning resulting in their needs are understood and appropriately met” our staff rated our school an average 4.14/5</p> <p>When asked “We actively plan with children with SEND in mind including school trips, clubs and the curriculum” our staff scored an average 4.48/5</p> <p>When asked “Our environment promotes a culture of inclusion through a well planned, enabling curriculum” our staff scored an average of 4.19/5</p> <p>93% of parents of children on the SEND register feel they have sufficient information and communication about their child’s progress</p> <p>90% of parents of children on the SEND register feel they can see the progress their child is making from their own starting points</p>
Transitions	<ul style="list-style-type: none"> <li>• Transition meetings are held for children with SEND to ensure the needs of the children are carefully communicated with relevant agencies and members of staff. Parents, teachers and children all contribute to their transition one page profiles which are completed in July in preparation for transition.</li> <li>• As a school we understand the importance of an effective transition. Transition is planned for effectively especially at key points throughout the year. Meetings are arranged with key workers</li> </ul>	<p>95% of staff asked feel our transitions processes are effective</p> <p>85% of parents of children on the SEND register feel their child had successful transition into their new class.</p>

	<p>and SENCO's of previous or future settings to handover key documents and all relevant information. We ensure all settings are ready to receive the children and meet their needs as well as ensuring when a child is transferring to us that appropriate provisions are in place.</p> <ul style="list-style-type: none"> <li>• Transition dates are planned into our yearly Inclusion schedule including phase transfers and EHCP annual reviews where new settings needs inviting.</li> <li>• As a school we adopt and adapt flexible approaches to ensure the best transition possible to meet a child's individual needs.</li> </ul>	
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## 5. Challenges to accessibility that we want to address

- Ensuring that our environment is audited yearly in response to our changing cohorts. The audit will consider the auditory and sensory environment as well as the physical environment.
- Continue to carefully consider our curriculum so that it is relevant and reflects our children and school community. We want our curriculum to be inspiring so that our children have positive role models to aspire to and are ambitious about their futures.
- Develop our curriculum so that all of our children develop independence and are prepare for the next stages in their learning

## 6. Action plan

Themes	What we need to improve	How will we do this?	What difference we want it to make? What does the education setting community say?	Who is responsible for achieving it?	Who will be involved?	When it will be achieved
Relationships						
Training						
Environment	Completing yearly environment audits of our auditory, sensory and physical environment	Environment audit completed yearly in September.  Environment walks to be completed each half term to ensure areas of school are accessible to all	We want to promote a culture of inclusion in our school. We strive to be a welcoming school where all children have a sense of belonging	Inclusion Lead Headteacher Site manager	Inclusion Lead Headteacher Site manager Occupational therapy where relevant VSSS	September 2023
Curriculum	Review our curriculum to ensure it meets the needs of all of our children. Develop the curriculum to promote a love of learning where all learners access learning in the way that enables them to engage and progress.	Curriculum development will be on our School Improvement Plan. We will plan effective CPD throughout the year. Subject leads will be given leadership time to develop their subjects and provide	Our teachers will be more confident to teach a curriculum which fosters a love of learning Subject leaders will be more confident to talk about their subjects and how children access learning	Curriculum lead Teaching and learning lead	Curriculum lead Headteacher SENCO Teaching and learning lead Subject leaders	September-December 2023

	<p>Embed our teaching and learning principles throughout school.</p> <p>Ensure Kagan structures of co-operative learning are evident and being embedded in classroom practise.</p>	<p>CPD where necessary to staff</p> <p>Our teaching and learning lead will continue to monitor and embed our teaching and learning principles whilst developing Kagan structures within our classrooms.</p>	<p>All children will engage in collaborative learning and develop a stronger sense of belonging</p>			
Transitions						