

# Floreat Education



## Accessibility Plan

**FLOREAT WANDSWORTH PRIMARY SCHOOL**

**DATE of ADOPTION (LGB): July 2015**

**DATE of LAST REVIEW: December 2017**

**REVIEWED BY: Headteacher**

**DATE RATIFIED BY FEAT BOARD: September 2015**

**NEXT REVIEW DATE: December 2018**

Floreat Wandsworth is a primary school in which everyone can participate and flourish. Outstanding teaching enables Floreat pupils to achieve their full potential in knowledge and character virtue.

This policy complies with current legislation and requirements as specified in **Schedule 10**, relating to disability, of the **Equality Act 2010**. School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

According to the Equality Act 2010 a person has a disability if

- a) He/she has a physical or mental impairment
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities

### **Objectives of the Accessibility Plan:**

#### **Improve curriculum access**

The curriculum will be adapted as necessary to ensure that all pupils are equally educated and prepared for life. This includes the broader Floreat curriculum including service learning, schools visits and after-school clubs. It also covers the provision of augmentative aids to assist pupils in accessing the curriculum as needed.

#### **Improve communication and written information**

School information will be made available in preferred formats so that every member of the community has an equal opportunity to participate and flourish.

At Floreat we ensure letters that are sent home are as clear and concise as possible. If a parent is not able to read or reads English as a second language then a reader is appointed. In most cases this will be a designated relative from the family, a member of the local community or a school based professional. Parents are actively encouraged to seek assistance from the school to ensure a school / home relationship can flourish.

#### **Improve and maintain access to the physical environment**

The school environment and resources will be adapted as necessary to ensure equality of access for all.

## Improving curriculum access

Target	Strategy	Resources	Responsibility	Time-frame	Impact
Teachers highly competent in differentiating the delivery of the curriculum	Audit of staff training requirements and CPD programme implemented to continually strengthen practice.	Staff meeting time	Headteacher	Ongoing	All teachers are able to more fully meet the requirements of the needs of pupils with disabilities. Every pupil flourishing.
Training for awareness raising of disability Issues	Training for governors, staff and parents in disability matters and legislation.	FGB meetings. Staff meetings and INSET. Family learning meetings. SENDCo to attend external training as required and to keep up with wider disability developments.	SENDCo (Headteacher /School Business Manager (SBM)	Ongoing	All members of the school community able and committed to contributing to a fully accessible school.
Pupil needs audited.	Specific needs of pupils identified.	Teaching time and staff meeting time. Meetings with parents & multi-agency professionals as needed.	SENDCo (Headteacher)	Ongoing	All school activities accessible to pupils with specific disabilities.
Out-of-school activities planned to ensure, where needed, the participation of all pupils.	Out-of-school provision reviewed to ensure compliance with legislation	Time to carry out full risk assessments and accessibility arrangements for all out of school activities. This to include weekly use of outdoor space for play and adventure learning.	SENDCo/ class teachers/ Club providers	Ongoing	Out-of-school activities conducted in inclusive & accessible settings that comply with legislative requirements.
Classrooms and indoor space organised to promote optimal participation and independence for all.	All displays, tables, pegs, activities, drink stations, sinks and toilets are all at a child accessible height.	Teacher preparation time. Augmentative equipment purchased.	SENDCo/ class teachers	Ongoing	Pupils pro-actively positioned and equipped to access all learning activities optimally.

## Improving Communication & the Delivery of Written Information

Target	Strategy	Resources	Responsibility	Time-frame	Impact
Communications and documentation, including the school website, available in alternative formats on request.	Full use of services and IT software for converting written information into alternative formats.	IT packages purchased. Admin and Comms team fully competent in using augmentative applications.	SBM/SAO Comms	Ongoing	All members of the community can access information and contribute fully to the life of the school.
Visually impaired pupils and parents have full access to school communications.	Alternative formats and use of IT software known – IT provider fully supportive.	IT packages purchased. Admin team fully competent in using augmentative applications.	SBM/SAO Comms	Ongoing	Pupils and parents with visual disabilities able to participate fully in the life of the school.
Raise the awareness of adults working at and for the school on the importance of accessible communications systems.	Training courses arranged.	Costs of training providers and resources. Time and cover costs for in-school staff.	Headteacher/ SBM Comms	Ongoing	Ofsted judges school accessibility as OUTSTANDING in 2017.

## Improving Physical Access

Target	Strategy	Resources	Responsibility	Time-frame	Impact
Ensure all doors, both internal and external, can be opened for easy access by all members of the community.	Work with contractor to identify ways to ease the opening of heavy doors for children and adults. Establish project plan to repair/replace.	Potential costs of augmentative devices to enable doors to open & close without use of force.	SBM	Ongoing	Independent access to all areas of building and site for all pupils, parents, staff and visitors.
Ensure full accessibility to upper play deck for pupils with physical disabilities.	Work with contractor to identify costs and works – establish project plan.	SBM time. Cost of additional adults to support external play and learning.	SBM	Ongoing	Independent access to play and outdoor learning on upper play deck for all.
Accessible alarm system (audio and visual) and signage for safe exit of all in emergency situations.	Equipment and accessible signage purchased.	Evacuation drills Signage and alarms meet needs of pupils on roll.	SBM	Ongoing	All pupils & adults can exit building safely in event of emergency evacuation.

## Appendix A Accessible Information

### **Type Size**

The size of type is fundamental to legibility. Try to use between 12 and 14 point on printed material and 24 point on PowerPoints. The larger the type the more people you will reach.

### **Contrast**

The better the contrast between the background and the text, the more legible the text will be. Black text on white paper generally provides the best contrast for people with visual impairments, although pastel coloured paper or coloured overlays are often recommended for people with dyslexia. On screen (e.g. webpages, PowerPoints etc) **white text on a dark background** is best. Different people will have their own preferences so it is important when producing something for a specific individual to ask what they find best. When writing on a whiteboard or flipchart it is best to avoid green and red pens as these are the hardest to read if someone is colour blind or has a visual impairment.

### **Typeface**

Avoid highly stylised typefaces, such as those with ornamental or decorative features.

### **Type style**

Avoid blocks of CAPITAL LETTERS or *italics*. Both are problematic not only for those with sight difficulties but also those with emerging literacy skills.

### **Spacing**

For someone with a visual impairment you may need to switch to double spacing. In addition, always start and finish a sentence on the same page and do not break up words with a hyphen at the end of a line.

### **Alignment**

Always align text to the left margin; this makes it easier for people to find the start of a line. People using magnification devices may only be able to see two letters at a time, so the more consistent the layout the better. Justified and centred text with uneven word spacing, as well as writing in newspaper style columns can be difficult for a number of readers. It's still ok to centre headings to help mark out the text.

### **Forms**

Allow extra space for forms. This benefits a number of different people, e.g. partially sighted people tend to have larger handwriting.

### **Printing**

Avoid glossy paper or glossy laminates as glare makes it difficult to read.

Avoid leaflets such as the A4 style folded into three, as it can be difficult for a number of people to track what order to read things in.

Always number pages.

Consider using A3 where possible.

## **Language**

Use clear and simple language, avoiding jargon and acronyms.

## **Key Information**

Use bullet points or text boxes to make key points clear. Put key facts at the beginning, e.g. what, where, when, why. Use numbers and not the word for a number, e.g. “3” not “three”.

## **Alternative formats**

Important information may need to be transferred to an audio tape or DVD, but keep tapes short. Alternatively provide a “screen reader” software option for electronic versions.

If emailing, remember formatting may be lost, making reading more difficult. It may be preferable to send a brief email with an attachment containing the bulk of the information.

## **Use of visual images**

Where possible use images, photos or drawings to support text.

