

Folly Hill Infant School



ACCESS TO EDUCATION STATEMENT

SEN suite

Signed **Chair of Governors**

Signed **Headteacher**

Date: Autumn 2019

Review Date: Autumn 2020

This statement complements the best inclusive practice in the school and must be read with the Equality Scheme, Supporting Children with medical conditions policy, Special Educational Needs and Inclusion and Equality policies. Termly risk assessments highlight reasonable adjustment recommendations.

This statement will present how at Folly Hill School we plan to enable children and adults with specific disabilities to have the same access to the school building as other parents and children, and how children with disabilities can access the curriculum.

We plan for when required:

- Increasing access for pupils with disabilities to the school curriculum. This includes teaching and learning, and the wider curriculum such as lunchtime and after school clubs, breakfast club and educational visits.
- Improving access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education. The school will consult with Surrey County Council should a child or adult with specific needs require access to the school.
- Improving the delivery of written information to pupils with disabilities. All written information from the school will be delivered in an agreed format with the child and parents within a reasonable time.
- A personal evacuation plan will be put in place for persons visiting the school with a disability. This will be drawn up between staff and the visitor with persons named with responsibility for helping the disabled person.

- Dietary need- the school caterer will cater for special diets when possible in consultation with the child's parent/carer.

Delivering the curriculum at Folly Hill School:

- Teachers and Teaching Assistants are supported by SENCO and have access to training to provide the best possible teaching and learning opportunities for pupils with disabilities.
- Currently there are no pupils or parents who use wheelchairs. However, the school is fully accessible. An individual plan would be put in place for break times and for emergency exit.
- Learning objectives are planned to appropriately challenge all children, taking into account preferred learning styles and the delivery of learning opportunities in a variety of ways. This is included in planning documents. All children are encouraged to access the full curriculum.
- All staff are aware that children with disabilities may need more time to complete learning tasks. Staff are aware of the need to substitute certain activities whilst providing similar learning experiences.
- Educational school trips are available for all children and are supervised by staff, teaching assistants and parents.
- Targets are set for all children and progress is tracked throughout their years at Folly Hill. Expectations are high for all and it is our aim that all children enjoy a great breadth of opportunities and achieve their perceived potential as is individually appropriate.
- We aim to ensure that children are prepared for learning physically by having access to water, fruit and a nutritious midday meal. Midday supervisors check children's lunch boxes to encourage healthy eating. Our caterer is keen to include all children and will provide special diets if required and in consultation with parents/carers.

The School Building and Grounds

The Folly Hill Infant School building is arranged over one floor accessed via the front door with a ramped entrance. The main hall may be accessed from the inside of the main building. Children access computing learning through laptops and iPads which can be made accessible to all. If an adult or child with physical disabilities were to need additional access, the school would consult Surrey County Council for further advice and support.

There is a toilet for the disabled in the building and a disabled parking space near to the school entrance. The bell is at wheelchair height for those who need assistance.

The front pathway leading to the school foyer and back access door are adequately lit. Signage is regularly reviewed and updated as necessary both inside and outside the school.

Alarms are auditory. The whole school is aware of emergency evacuation procedures, which are practised regularly in accordance with statutory requirements. Visitors to the school are also informed about the procedures as they sign the visitor's book on entry to the school and external workers receive a note of procedures. Notices are posted around the school and fire procedures are highlighted at the beginning of any gathering of people.

When a person with a known disability visits or works at our school, a specific risk assessment is written for them to cover learning, working and emergency procedures.

Written Information

Any parent/carer can request a copy of any public letter sent by the school, by telephoning school or email. If and when a child is absent, the letters are named and given to the child on their return.

The school will ensure that parents/carers who need information in languages other than English will receive that information in the language most used, if we have the facility to translate.

Curriculum information is sent to all children in all year groups on a termly basis and some details are available on the school website.

Information is displayed in many formats and colours. Letters and notices can be produced in larger print for those who request it.

Link to:

- SEND and Inclusion policy
- Child Protection and safeguarding policies
- Looked after children policy
- Whistle blowing policy
- Single Equality policy and scheme
- Intimate Care policy
- Supporting Children with Medical Conditions policy

Review

The action plan will be reviewed annually or where operational needs dictate and approved by the Governing Body in line with the policy. The action plan will be monitored and reviewed by the Headteacher, SENDco and a nominated member of the governing body.

The action plan will be drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, Staff and nominated Governors (health and safety, SEND and equality) and other professionals.

Appendix 1- Action Plan