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## **DISABILITY & ACCESSIBILITY PLAN**

**Finton House was founded on a policy of integrating children with special needs and learning difficulties and/or disabilities and this is an approach to which we remain deeply committed. As a result of the ethos of the school, all children at Finton House gain an extra set of values that will remain with them for the rest of their lives.**

For the purposes of this plan the definition of disability is:

A person is disabled if they have a physical or mental impairment, which affects their ability to carry out normal everyday activities over a significant period of time.

Areas in which impairment may occur include:

- 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 the risk of physical danger

Finton House School has set up an Accessibility Committee, (AF, BN, CW, SS, KAK, AA) which consists of Finton House School members and may co-opt additional members whose expertise in any field would be of assistance. The Committee's terms of reference are:

1. To annually review the school's policies, procedures and facilities in light of the needs and requirements of pupils, prospective pupils, staff and visitors who are disabled.
2. To make recommendations with a view to improving accessibility for pupils, prospective pupils, staff and visitors with disabilities, by means of reasonable adjustments and by planning for the future.
3. To meet and resolve any disability issues that may arise due to changes of circumstances for a pupil or a complaint from a parent regarding the meeting of their child's needs.
4. To review the Accessibility Plan annually.

### **Assessing Needs**

In addition to the procedures detailed in the *Admissions Policy* for allocating special needs places, the school has introduced a form (to be treated as confidential if the

applicant or parents require) which can be used to outline the nature and effect of any individual's disability, so as to enable the school to consider any adjustments that might need to be made.

| <b>Disability Assessment Form</b>    |                     |
|--------------------------------------|---------------------|
| Name:..... D.O.B.....                |                     |
| Nature of difficulty.....            |                     |
| <b>Curriculum</b>                    |                     |
| Adaptations to be considered         | Suggested Timescale |
|                                      |                     |
|                                      |                     |
|                                      |                     |
|                                      |                     |
| <b>Physical</b>                      |                     |
| Adaptations to be considered         | Suggested Timescale |
|                                      |                     |
|                                      |                     |
|                                      |                     |
|                                      |                     |
| <b>Additional Resources Required</b> |                     |
| Resources to be considered           | Suggested Timescale |
|                                      |                     |
|                                      |                     |
|                                      |                     |
|                                      |                     |

## Access Plan for the Curriculum 1<sup>st</sup> April 2009 – 31<sup>st</sup> March 2012

In order to help pupils access the curriculum, the following have already been put in place:

- **Learning support team**
  - Two co-ordinators and Head of SEN/LDD.
  - Learning Support Assistants working with children in the classroom or 1:1 for between 10% and 100% of the curriculum.
  - Learning Support Teachers (seven part time) working with individuals or groups with learning difficulties (e.g. dyslexia) in the Early Years Foundation Stage, KS1 and KS2.
  - Speech and Language Therapist (working with both groups and 1:1 for 3 days a week).
  - Occupational Therapist (working with both groups and 1:1 for 3 days a week).
- **Resources**
  - 4 laptop computers specifically allocated to SEN/LDD Department and children on the SEN/LDD List.
  - Two computer tablets for children with visual difficulties.
  - Learning support equipment e.g. pencil grips, handwriting practice pens, rulers with handles, colour overlays, CD ROMs (e.g. Word shark), multi-sensory resources (e.g. sand trays, play dough), 2 electronic spellcheckers.
  - OT equipment e.g. balls, beanbags, skittles, wobble boards, swings etc.

**Short Term (Academic Year 2008-2009)**

| <b>Targets</b>   | <b>Strategies</b>  | <b>Outcome</b>   | <b>Timeframe</b>                            | <b>Goals achieved</b>   |
|--|--|--|---|---|
| To make sure that Brain Gym is being utilised throughout the school. | <p>Following whole school INSET, Sept '08 to monitor use of exercises through US &amp; LS Meetings.</p> <p>US Early Morning club for specific children.</p>  | To improve children's concentration and fine/gross motor skills. | On going meetings each term.<br>BN/CW       | <p>Spring/Summer '09 US/LS meetings.</p> <p>CW to support CTs and specialist teachers with regard to Brain Gym</p> <p>Aut 2010</p>  |
| To improve use of School Manager                                     | <p>To record meetings and telephone conversations with parents requiring specific action or information about SEN.</p> <p>All Learning Support children to have profiles of their strengths and weaknesses on SM to help teachers &amp; assistants meet children's needs.</p> <p>To make sure SM is always updated promptly and includes any new children.</p> <p>To have photos of every SEN child on SM Learning Support site.</p> | Improved record keeping of SEN children.                         | To be in full use by Easter '09<br>BN/CW/SS | <p>INSET 22.04.09 on School Manager</p> <p>Archived records will now be kept on SM for all SEN/LDD children from Sept 09.</p> <p>INSET for LST<br/>May 2010</p> <p>Spring '09</p> |
| SEN video camera (In OT Rm)  | To record children for Ed Psych use and internal use to meet children's needs.   | Better at meeting specific children's needs.                     | To use SEN Appeal<br>CW                     | <p>Purchased camera March '09.</p> <p>Used most by OT and for evidence of IEP targets.</p>  |

| <b>Targets</b>   | <b>Strategies</b>   | <b>Outcome</b>  | <b>Timeframe</b>                          | <b>Goals achieved</b>  |
|--|---|---|---|--|
| All teachers and assistants involved with SEN children to have greater awareness of developments in Special Needs teaching, the availability of new resources and specific training. | Enrolment for both class teachers and specialist SEN teachers on courses and seminars.<br><br>At least two hours INSET at the beginning of each academic year to focus on a particular special need for all staff e.g. hearing impairment & Hemiplegia. | Improvement in the teaching and meeting of the needs of SEN children in whole class, group and one to one settings.           | On going BN/CW/SS                         | KC & MS have attended maths courses.   |
| To devise a system for teachers to record their concerns on a particular child prior to internal assessment.   | To produce a recording sheet for possible dyslexic, dyspraxia/OT and S & L children.  | Assessors better prepared and only children assessed that need to be so.<br><br>Improved record keeping at the monitor stage. | To be up and running by Easter '09.<br>SS | SS produced recording sheets Spring '09  |
| IEPs to be produced only twice yearly for Learning Support Children.   | IEPs to be reviewed and rewritten prior to Parents' Evenings discussions (Autumn/Spring Terms)  | Less work load for CTs and greater efficiency of the use of IEPs with parents.  | On going SS                               | Started academic year 2009-2010  |
| Allow children with the appropriate EP report, extra time in school exams and to liaise with other schools to negotiate extra time for external exams.                               | Provide extra time (and if necessary resources) for children who are entitled it.<br><br>To make sure any EP report clearly states any access requirements.   | Children have a fair chance in written exams.   | On going SS/CW/BN                         | Reviewed every term. Trying to get children wherever possible to sit same test/exam but provide extra time or small setting where appropriate. |
| To order   | SS to order out of SEN  | Improved  | To be                                     | Ordered  |

| Number Shark & Word Shark 4.   | budget.  | teaching of Maths for struggling children.   | purchased by Easter '09. SS                     | Spring '09.   |
|--|--|--|---|---|
| Medium Term (Academic Year 2009-2010)  |  |  |   |   |
| Targets  | Strategies   | Outcome  | Timeframe                                       | Goals achieved  |
| To look for opportunities for older SEN children to share activities with younger children.      | An opportunity half-termly for a younger child to share a book or play a game with an older SEN child of similar needs.  | Individual children emotionally more accepting of their difficulties as they realise other children have similar concerns, difficulties and anxieties. | In place for Sept 2009 CW                       | SEN Monitor appointed and meets with Y2 boy and Reception SEN children weekly.  |
| To improve access to singing lessons for SEN children.   | To provide CDs for children who find the learning of songs for assemblies and play/carol services difficult. Possible workshop from Mary Hare school for the deaf. | Greater enjoyment and participation for those children who find it difficult to learn the words of songs.  | On place for Sept 2009 CW                       | Projector in Hall to present words of hymns for assemblies - Spring '09 CW has met with music staff Sept '09 & some SEN children have specific 1:1 support now. |
| To be a dyslexia friendly school.  | To put a pack together for all new staff on strategies and tips to support dyslexic & dyspraxic children. Plus place a copy in Learning Support Files.             | Continued improvement in supporting dyslexic/dyspraxic difficulties.   | To be prepared for new staff in Sept '09. SS/BN | Prepared Spring '09 to give Lower School. Given to all CTs Sept '09.  |
| To constantly review new software packages and when appropriate to purchase more SN software for | To attend SEN Fairs and conferences to identify new packages available.  | Improved teaching of SEN children.   | On-going depending on annual budgets BN, CW, SS | Ordered Spring '09/ Word Shark, Number Shark, Memory Booster & Mastering  |

the computer  
suite and  
laptops.

Memory.  
Jungle  
Memory  
ordered Oct  
'09.

| <b>Targets</b>  | <b>Strategies</b>  | <b>Outcome</b>   | <b>Timeframe</b>   | <b>Goals achieved</b>  |
|---|--|--|--|--|
| To have a projector/interactive screen in Hall                                  | Visual images etc. for use during assemblies and workshops.<br><br>Words of hymns/songs displayed.   | To aid both the learning and enjoyment of visual learners in particular.   | For Sept '09<br>AA   | Now in place – Summer '09  |
| To have Interactive Whiteboard in the Science Work Room, if viable given space. | To Elmbrook to explore viability.  | Improved teaching of groups and one to one children in Science Work Room.  | Sept 09<br>AA  | In place May 2010  |
| To improve the use of ICT by SEN/LDD children and SEN/LDD teachers.             | To purchase 5 laptops specifically for use within the department.<br><br>To have individual assessment of ICT needs for physically impaired children by AbilityNet.  | Improved teaching and meeting of individual needs.<br><br>MS to provide INSET on Maths IT – June 2010  | To build into school budget or out of SEN Appeal<br>AA   | 4 laptops have been supplied and LST & therapists have limited access to intranet.<br><br>Assessments took place Nov 09. |
| To create dyslexic friendly written material.                                   | To begin to educate all staff to use only Sassoon to font size 12 to 14.<br><br>To avoid light coloured text on a dark background.<br><br>To avoid underlining and italics to use bold instead.<br><br>To implement after the above, with all staff guidelines on layout, writing style and increasing accessibility and readability.<br><br>Sassoon font, a BDA | To increase accessibility and readability on all documents for all children and adults.<br><br>Aerial typeface caused difficulties with LS letter formation. SS to investigate other possibilities.<br><br>After | First three items to be introduced after half-term Nov '09.<br><br>Last item by the end of the year.<br><br>SS, BN, CW | Sally to provide research material back-up.  |

|  |  |  |   |   |
|--|--|--|---|---|
|  | <p>recommendation, has now been approved by the SM and installed on all computers and laptops. All work for the children should be produced using Sassoon font. Letters/documents etc for adults will continue to be produced using Times New Roman. The office will use Times New Roman. All staff have been given guidelines on layout, writing style and how to increase accessibility and readability.</p> | <p>discussion with BDA and SM Sassoon font has been approved</p> | <p>Installed and in use on all computers from 1/12/10</p> | <p>Installed and in use on all computers from 1/12/10</p> |
|--|--|--|---|---|

**Long Term (Academic Year 2010 - 2011)**

| <b>Targets</b>  | <b>Strategies</b>  | <b>Outcome</b>  | <b>Timeframe</b>                              | <b>Goals achieved</b>   |
|---|--|---|---|---|
| To have better storage facilities for resources and better understanding of what we have. | To have a computerized catalogue of resources for all staff to be able to access.<br><br>To develop a SEN/LDD library. | Better use of shared resources.                       | To gradually start work on this.<br>CW,SS,BN, | SS has started a list of resources and LST are feeding into this.<br>Better storage facilities are planned in the forthcoming re-development project. |
| To improve the recording of children's provision/targets                                  | To begin to implement provision mapping into the school and individual provision maps to replace IEPs.                 | Improved records of children's learning and provision | Summer 2011-Summer 2012                       |   |

**Access Plan for Building and Other Areas 1<sup>st</sup> April 2009 – 31<sup>st</sup> March 2012**

| <b>Short Term (Academic Year 2008-2009)</b>  |   |                     |                             |           |  |
|--|---|---------------------|-----------------------------|-----------|--|
| <b>Targets</b>   | <b>Requirements</b>   | <b>Timescale</b>    | <b>Estimated Cost</b>       | <b>By</b> | <b>Status</b>  |
| To aid the movement of visually and physically impaired pupils around the school.  | To repaint yellow lines around Wendy Houses etc.<br>To repair wooden areas around Wendy Houses. | Summer Holidays '09 | Minimal                     | AA/SP     | Redone Summer 2010   |
| Insulate one of the Year 1 classrooms due to external noise level of street traffic which will affect hearing impaired child in Year 1 2009-2010 | Double glazing of 1K's windows.   | Summer Holidays '09 | £1,500                      | AA        | Done for Sept '09.   |
| <b>Medium Term (Academic Year 2009-2010)</b>   |   |                     |                             |           |  |
| <b>Targets</b>   | <b>Requirements</b>   | <b>Timescale</b>    | <b>Estimated Cost</b>       | <b>By</b> | <b>Status</b>  |
| To re assess playground for accessibility and safety of SEN children.  | Lines repainted on steps, steps repaired and hole by climbing frame.                            | By Sept 09.         | Minimal                     | AA<br>SP  | AF working on redesign. June 2012.   |
| To improve equipment for visually impaired children.   | To purchase desk equipment and magnifier.   | By Sept 2010        | £1,000-<br>£2,000           | CW        | Purchased Spring 2010  |
| <b>Long Term (2010+)</b>   |   |                     |                             |           |  |
| <b>Targets</b>   | <b>Requirements</b>   | <b>Timescale</b>    | <b>Estimated Cost</b>       | <b>By</b> | <b>Status</b>  |
| Upgrade entry phone system for visitors.   | To meet DDA requirements.   | Sept 2011           | To be costed funds allowing | AA        | Has been upgraded but needs loop link for hearing impaired.                                      |
| To improve the control of the temperature of rooms in the school.  | To air-condition the school.  | Sept 2011           | To be costed funds allowing | AA<br>AF  | Some areas of the school are being fitted with air-con unit over the Easter holidays notably the |

|   |  |   |        |          |  |
|---|--|---|--------|----------|--|
|   |  |   |        |          | Science Room   |
| To review tactile warnings on all external steps.   | To meet DDA requirements.  | When necessary  | tbc    | AA       | To be improved if needed for parent or pupil                                       |
| To change internal doors.   | Change doors to have vertical glazed strips.                         | When replacing doors.   | tbc    | AA       | ICT and Kitchen door have been done and any future replaced doors will be similar. |
| To change door handles.   | To provide contrasting door handles on all internal doors.           | When necessary  | £1,500 | AA<br>SP |  |
| To paint door frames.   | To have contrasted painted door frames for visually impaired pupils. | If necessary, in order to meet a child's specific need.   | £500   | AA<br>SP | To carry out if necessary for pupils.  |
| To review feasibility of adding an external lift for disabled pupils/adults to the main building. | To meet DDA requirements.  | The main school building does not really allow for this to be done due to spit floors. However, would consider in order to comply with DDA to meet a child's needs. | tbc    | AA<br>AF | To carry out if necessary for pupils.  |
| To review possibility of fitting lifting platforms to a minibus.                                  | To allow wheelchair access.  | If necessary in order to meet a child's specific need.  | tbc    | AA<br>AF | Not currently required.  |

Finton House is deeply committed to making the school as accessible as possible and all the staff are encouraged to contribute to the development of this plan.

*New Three Year Plan written Jan 2009  
Reviewed Sept 09, Jan/June 2010, March 2011, June 2011  
Blue = completed & just being monitored*

Action for new play 2012

- Whole School Provision Mapping for every child.
- Green Paper Implementation
- Equality Act Implementation