

Accessibility plan

Fearnhill School



Approved by:

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date, 3 Years]

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Staff and governors of Fearnhill School will endeavour to ensure that all students reach their full potential, receive a comprehensive and balanced curriculum and are fully included within the school community. The main aim of all teachers and support staff is to promote learning, so it is clear that as an inclusive school all staff must share the responsibility of ensuring that all ability students make progress. At Fearnhill, we are committed to providing whatever support is necessary for all members of our school community to succeed, achieving their full potential and fulfilling our vision of 'The Fearnhill Student'.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The following information was considered when formulating the plan:

- The School's population
- The impact of the Fearnhill's existing plans and priorities
- The nature of future intake
- The level of staff awareness of special educational needs and disabilities
- The presence of students with disabilities and their participation in the life of Fearnhill
- The impact on students with disabilities of the way in which the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning
- The physical environment of the buildings
- The curriculum
- The ways in which information is currently provided for students with disabilities
- Progress of students with disabilities and their outcomes in external testing including GCSE, A level and BTEC.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p>	<p>To review policies to ensure that they reflect inclusive practice and procedure</p>	<p>To comply with the Equality Act 2010</p>	<p>SLT & Governors</p>	<p>Ongoing</p>	<p>All policies clearly reflect inclusive practice and procedure</p>
	<p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p>	<p>To maintain close liaison with outside agencies for pupils with additional needs</p>	<p>To ensure collaboration between all key personnel.</p>	<p>SLT/SENCo, all teaching staff and outside professionals</p>	<p>Ongoing</p>	<p>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning</p>
	<p><i>Curriculum resources include examples of people with disabilities.</i></p>	<p>To establish and maintain close liaison with parents</p>	<p>To ensure collaboration and information sharing between school and families.</p>	<p>SLT and all teaching staff</p>	<p>Ongoing</p>	<p>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning</p>
	<p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p>	<p>To include pupils with a</p>	<p>Create personalised risk</p>	<p>SLT, SENCo</p>	<p>Ongoing</p>	<p>Evidence that</p>
<p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p>						
<p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>						
<p><i>Support Staff are allocated to those who need a higher level of support.</i></p>						
<p><i>We liaise with primary school providers to prepare for the new</i></p>						

	<p><i>intake of children into year 7 each year</i></p> <p><i>Identification of SEND at a very early stage through close liaison with Primary Schools, supported by individual provision maps, strategy sheets and the SEND register.</i></p> <p><i>Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.</i></p> <p><i>Listening to student and parent/carer views and considering them in all aspects of school life.</i></p> <p><i>Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled student within their tutor group.</i></p> <p><i>Regular training opportunities for staff on of SEND and appropriate teaching and learning strategies.</i></p> <p><i>f) Increasingly specialised in-class support or guidance from trained TLAs (Teaching and Learning Assistants).</i></p>	<p>disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision.</p>	<p>assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>	<p>and all teaching staff, extracurricular service providers and educational visits settings</p>	<p>Ongoing</p>	<p>appropriate considerations and reasonable adjustments have been made</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p>	<p>Improve the physical school environment</p>	<p>The school will take account the needs of pupils with physical difficulties and sensory</p>		<p>Ongoing</p>	<p>Evidence that appropriate considerations have been made wherever</p>

	<p><i>Ramps</i></p> <p><i>Elevators</i></p> <p><i>Corridor width</i></p> <p><i>Disabled parking bays</i></p> <p><i>Disabled toilet</i></p> <p><i>Library shelves at wheelchair accessible height</i></p>	<p>Ensure all disabled pupils can be safely evacuated</p>	<p>impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.</p> <p>Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils</p>	<p>SLT, site manager and governors</p>	<p>As required</p>	<p>physical school improvements are carried out.</p> <p>All disabled pupils and staff working alongside are safe in the event of a fire</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <p><i>Internal signage</i></p> <p><i>Large print resources</i></p> <p><i>Pictorial or symbolic representations</i></p> <p><i>Differentiated resources with particular attention to reading age, plain English, images and layout.</i></p> <p><i>Laptops and other digital technologies.</i></p> <p><i>Coloured overlays for text.</i></p> <p><i>Readers and/or scribes in</i></p>	<p>To enable improved access to written information for pupils, parents and visitors.</p> <p>Ensure all staff are aware of guidance on accessible formats</p>	<p>To enable improved access to written information for pupils, parents and visitors. Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing</p> <p>Guidance to staff on dyslexia and accessible information</p>	<p><i>SLT, teachers, admin team and SENCo</i></p> <p>SLT and all teaching staff</p>	<p><i>Ongoing</i></p> <p>Ongoing</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made</p> <p>Staff aware of guidance and able to utilize this when needed.</p>

	<i>exams, where appropriate</i>					
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report