

Accessibility plan

Fearnhill School



FEARNHILL
SCHOOL

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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 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.

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	Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability.	All staff are continually trained to employ high quality inclusive teaching strategies in the first instance in response to individual needs.	Curriculum continually adapted in response to changing needs as informed by the SENDCO.	SLT & SENDCO	Ongoing	Students making expected or better progress. Learning Walks ensure this is embedded in lessons.
	Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students. We liaise with primary school providers to prepare for the new intake of children into year 7 each year	Ensure all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.	Plan and deliver bespoke training opportunities with outside agencies when the need arises.	SENDCO	Ongoing	Staff are confident at using suggested strategies, Students benefit from an adapted delivery of curriculum appropriate to needs.
	Identification of SEND at a very early stage through close liaison with Primary Schools, supported by individual student profiles, strategy sheets and the SEND register. Keeping staff fully informed of the	To include pupils with a 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.	Create personalised risk assessments and access plans for individual children.	SENDCO And extracurricular service providers and educational visits settings	Ongoing	

	<p>special educational needs/disability of any student in their charge, including sharing progress reports, medical reports, and student/parent feedback.</p> <p>Awareness raising programmes for all students about the range of disabilities in the school, creating a supportive base for each disabled student within their tutor group.</p> <p>Regular training opportunities for staff on of SEND and appropriate teaching and learning strategies. Increasingly specialised in-class support or guidance from trained Inclusion support Assistants.</p>	<p>Ensure that we have succession planning in place for every specialist role within Inclusion Department so that we will always have the expertise required within the team despite changes to staff.</p> <p>PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity</p>	<p>Performance management and Further Professional Learning needs identified. Ensure that actions, including emergency evacuation procedures, are clear and that staff can carry them out.</p> <p>Recommendations from OT and PT services are actioned. Alternative and adapted equipment to be purchased if necessary.</p>	<p>SENDCO & SLT</p> <p>SENDCO & PE Department</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met.</p> <p>All students access 100% of PE lessons regardless of activity.</p>
Improve access of information available to parents of students with SEND and students.	<p>Website is updated with current information for parents</p> <p>A parent handbook and a transition handbook are shared with new parents</p>	<p>Parents feel informed and know who to contact in school</p> <p>To increase parent voice within the school and wider community</p>	A parent group to be developed and SEN champion students across the school.	SENDCO	July 2022 ongoing	Parent and students feel heard and have an active role in the development of the school SEN policy
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p>	Students with specific needs have all the appropriate equipment and	The school will take account the needs of pupils with physical difficulties and sensory impairments when		annually	Evidence that appropriate considerations have been made wherever physical school

	Ramps Elevators Corridor width Disabled parking bays Disabled toilet and changing facilities Library shelves at wheelchair accessible height	furniture. Ensure all disabled pupils can be safely evacuated	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. Ensure all staff are aware of their responsibilities in relation to disabled students in the event of a school evacuation.	SLT, site manager and governors	annually	improvements are carried out. All disabled pupils and staff are aware of the evacuation procedures.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Pictorial or symbolic representations Laptops and other digital technologies.	To enable improved access to written information for students, parents and visitors. <i>Ensure all staff are aware of guidance on accessible formats.</i>	All curriculum areas to be adequately covered.	<i>SLT, teachers, admin team and SENCo</i>	<i>Ongoing</i>	Evidence that appropriate considerations and reasonable adjustments have been made Staff aware of guidance and able to utilize this when needed.

4. Monitoring arrangements

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

It will be approved by the headteacher.

5. Links with other policies

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

- Health and safety policy
- Equality policy
- Special educational needs and disability policy (SEND) information report

Appendix 1: Accessibility audit

1. Physical Access					
Item	Issue	Green	Amber	Red	Comment
1	Is furniture and equipment selected, adjusted and located appropriately?				The occupational therapists for each individual student with a disability, have approved our furniture and equipment as suitable.
2	Are Pathways and routes logical and well signed?				
3	Do you have emergency and evacuation procedures for specific students with a disability?				Yes, we have personal evacuation procedures in place for all vulnerable students with a disability currently at the school.
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				Yes – laptops are provided where necessary, as well as specific specialist furniture when needed.
5	Do furniture layouts allow easy movement for students with disabilities?				Seating plans are used to ensure that students with disabilities are seated appropriately.
6	Are quiet rooms/ calming rooms available to children who need this facility?				Yes
7	Are car park spaces reserved for disabled people near the main entrance?				Yes

8	Are there barriers to easy movement around the site and to the main entrance?				No
9	Are steps needed for access to the main entrance?				No
10	Is it possible for a wheelchair user to get through the principal door unaided?				yes
11	If no is an alternative wheelchair accessible entrance provided?				N/A
12	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				Yes
13	Do all internal doors allow a wheelchair user to get through unaided?				No, the majority of doors require assistance to open.
14	Do all corridors have a clear unobstructed width of 1.2m?				Yes
15	Does each block have a wheelchair accessible toilet?				N/A
16	Is there a continuous handrail on each internal stair flight and landing?				Yes
17	Do the blocks have a lift that can be used by wheelchair users?				Yes

18	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				A stair lift
19	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				Yes
20	Are non-visual guides used to assist people to use the buildings?				No, this is something that we do not currently have the need for.
21	Could any of the décor be confusing or disorientating for students with disabilities?				No
22	Is a hearing induction loop available (either fixed or portable) in the school?				No, this is something that we do not currently have the need for.
23	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				For the majority of students audible warning systems are fine.

2. Learning Access

Item	Issue	Green	Amber	Red	Comment
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				Regular INSET training on SEND, House assemblies on disability awareness training.

2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?				Strong relationships exist with local providers e.g NHS occupational therapists and physio therapists, and training is provided.
3	Do all staff seek to remove all barriers to learning and participation?				Regular training on differentiation for students with SEND. Learning walks ensure that this is embedded in lessons.
4	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				Learning walks and lesson observations ensure that differentiation is embedded in lessons.
5	Are all children and young people encouraged to take part in music, drama and physical activities?				Yes they are strongly encouraged to take part, some of our students opt for this at GCSE level.

6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?				Yes, physiotherapy and gym sessions are incorporated into PE sessions where appropriate. Alternative PE activities is something we will continue to explore for future students. Continual and ongoing support is sought from Occupational Therapist in line with student's needs.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				Differentiation for students with SEND is explicitly requested as part of a lesson plan and seating plans must include and account for students with disability. Lesson observations and learning walks quality assure that this is taking place in every lesson.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?				As detailed above, all staff and employees are expected to show consideration to all students with disability, and are expected to plan for every task they partake in, and detail the adjustments they make for these students as part of their lesson plans.
9	Do you provide access to appropriate technology for those with disabilities?				Laptops and exam reader pens are provided where necessary. Any specialist equipment is secured where necessary and is dependent on need.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?				All students are encouraged to attend any trip or visit they choose. Additional measures are put in place to ensure that this is viable and risk assessed.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				All staff and employees are made aware of the technologies that will be used to assist those with a disability via student profiles, and training is provided where necessary.

3. Information Access

Item	Issue	Green	Amber	Red	Comment
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed format?				We have a variety of resources including coloured overlays and exam reader pens. Teachers work with ISAs to differentiate resources to include symbols, visual aids and simplified language where necessary.
2	Do you have the facilities such as ICT to produce written information in different formats?				Yes, a number of students use laptops within their lessons.
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?				Our local offer provides information on everything that we do as a school to support students with a disability. In order to ensure that this information is communicated in the correct way for those with disability, we hold regular parent and student evenings to disseminate information face to face and to ensure that everyone has the opportunity to query anything they are unsure of.