



Ferndown
Middle School

FERNDOWN MIDDLE SCHOOL

POLICY: **Accessibility Annual Review and Action Plan**

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Date:	April 2022
Review Body:	School Standards Board
Date Adopted:	4 May 2022
Review Date:	Spring 2023

Castleman Academy Trust

Accessibility Annual Review and Action Plan

National background

Improving access to education and educational achievement for disabled pupils is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

The SEN and Disability Act 2001 amended the Disability Discrimination Act 1995 by introducing new duties on local authorities (LA) and schools in relation to disabled pupils and prospective pupils. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Additional provision under the Equality Act 2010 was introduced in September 2012, and relates to the requirement for schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable Adjustment duty.

The Disability Discrimination Act 2005 introduced the duty to promote disability equality from December 2006. This duty applies to schools and LAs, who have a planning duty to prepare and publish access plans and accessibility strategies in order to increase over time the accessibility of buildings, and access to education and information for disabled pupils. Schools' Access Plans should also consider access to after-school activities and extended school activities if they are based on their school site. There is a requirement for maintained schools, pupil referral units (PRUs), academies and free schools to produce an Accessibility Plan.

The General Duty

This duty requires schools, when carrying out their functions, to have due regard to the need to:

- Eliminate discrimination that is unlawful under the Equality Act 2010;
- Eliminate harassment of disabled pupils that is related to their disability;
- Promote equality of opportunity between disabled people and other people;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life;
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The General Duty applies across schools' duties, and applies to disabled pupils, staff and parents/carers, along with other users of the school.

Reasonable Adjustment Duty

The Equality Act requires schools and LAs to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage. Reasonable adjustments meet the statutory when they act to prevent disabled pupils being placed at a substantial disadvantage, and when they enable pupils to participate in education and associated services.

When deciding if a reasonable adjustment is necessary, schools need to consider the potential impact on disabled pupils in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress.

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Ferndown Middle School.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy and related SEND information report;*
- *policy for Supporting pupils at school with medical conditions;* and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

3. Our vision and aims

Ferndown Middle School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high-quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing the disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Ferndown Middle School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Ferndown Middle School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- Training from health professionals regarding specific needs
- organising classrooms so that they promote the participation and independence of all pupils;
- modifying worksheets and curriculum content into a large font for pupils with a visual impairment (VI).]

Physical Environment

Ferndown Middle School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- installing a wheelchair accessible lift to the upper floor;
- dedicating 5 parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- there are disabled toilets and changing facilities
 - next to the medical room along with a hoist
 - in room 153 (near to PE changing rooms)
 - within the clean room together with a showerThe door handles on both toilets have recently been replaced and fitted to wheelchair height both on the inside and the outside of the door;
- providing a feeding room and a clean room for high dependency pupils;
- in the girl's main toilet near the library one of the toilets has been made accessible and has a handrail fitted;

- stairways all have handrails on both sides;
- an evacuation chair is available on the first floor in the unlikely eventuality of an emergency arising;
- ensuring that there is good lighting throughout school (internally and externally), making use of natural light where possible;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered, service covers inside the building have been levelled off and re-carpeted. All the door trims downstairs have been replaced;
- applying insulation bags and acoustic tiles to ceilings to improve sound quality for pupils with a hearing impairment;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible;
- door frames and doors are different colours and there are trims on the stage steps to help pupils with a vision impairment;
- providing three adjustable desks;
- providing a sheltered area for safe play;
- Changing carpets in rooms 53 and 83 to enable free movement for pupils.

Information

Ferndown Middle School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Ferndown Middle School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Ferndown Middle School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Ferndown Middle School's Accessibility Plan will be implemented by the Governor Environment Committee.

Sufficient resources will be allocated by Ferndown Middle School to implement this Accessibility Plan.

6. Monitoring

The Ferndown Middle School Accessibility Plan covers a three-year period but will be reviewed regularly and updated if needed. It will be monitored through the Governor Environment Committee.

The governing body, or proprietor will monitor Ferndown Middle School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Ferndown Middle School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Ferndown Middle School complaints procedure covers the Accessibility Plan.

Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
All staff to follow the three Wave approach to SEND to ensure that pupils' needs are met in the classroom.	Please see the SEND development plan which outlines training and support.	Learning Development Co-ordinator and Specialist SEND	Sept 2016 – July 2017 In place	<ul style="list-style-type: none"> – Pupils will have had their needs met and one of the stages and they will be progressing in their learning. – Parents and pupils will feel that their needs are understood and addressed in their lessons.
Work with outside agencies to develop teachers' skills on how to support students who have specific disabilities e.g.: <ul style="list-style-type: none"> – Visually Impaired – Hearing Impaired – Physically Impaired 	SENDCO to liaise with external agencies to provide support, as and when necessary.	Learning Development Co-ordinator	As necessary	<ul style="list-style-type: none"> – Teachers and TAs have a greater understanding of how to support disabled pupils within the school and therefore improve provision. – Progress of identified pupils. – Discussions with staff.
Develop a range of learning resources that are accessible for students with different disabilities.	Subject Coordinators to review resources in their curriculum areas as required.	Subject Coordinators	On going	<ul style="list-style-type: none"> – Students with disabilities have increased access to suitable curriculum materials.
Disability equality issues are incorporated into the PSHCE curriculum.	KS2 Jigsaw celebrates diversity and covers issues of disability. Yr7 SOW looks the discrimination and disability.	Head of Year 7	In place	<ul style="list-style-type: none"> – Students have a greater understanding of disability issues.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
To provide alternative methods of assessment, particularly in KS2 SATs / Optional SATs.	Communication with QCA & External Agencies.	Head of Year and Specialist SEND	Each year in preparation for SATS	<ul style="list-style-type: none"> – Improved provision for identified pupils e.g.: enlarged/modified text, <ul style="list-style-type: none"> ○ reading of mental maths ○ rather than CD recording, ○ additional time. – Provision in place of KS2 SATs each year and for Optional SATs – whenever necessary. – Increased confidence of pupils allowing pupils to fulfil potential.
To provide differentiated homework which pupils with learning difficulty would be encouraged to complete.	Class teachers to work with subject coordinators and SENDCo.	Class teacher	Ongoing	<ul style="list-style-type: none"> – Improvement in quality of homework and levels of attainment. – Improved access to the curriculum. – Homework moderation.
To provide ICT to assist disabled pupils to record and to read their work.	Assessment of individuals and consideration of the ICT that would be most helpful to them. Investigate what we currently have in school and look at what else is needed.	SENDCO and Specialist Teacher	As needed	<ul style="list-style-type: none"> – Improvement in literacy and presentation skills. – Increased access to the curriculum and raising of standards in pupils with learning disabilities. – Increased confidence/ motivation of pupils. Resources used effectively.
Ensure appropriate deployment of Teaching Assistants to provide the necessary support. Additional training, where needed.	Regular review of timetables.	Learning Development Co-ordinator	Ongoing	<ul style="list-style-type: none"> – Improved provision for disabled students focused on specific needs.

Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases, Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
A ramp for the outside boy's toilet is needed to enable wheelchair access, however, a ramp would be a trip hazard.	– A ramp will be included in the full toilet refurb of the external toilets.	Site Manager	Summer Term 2019	DC	– The ramp was not fitted, as it would have been too long and would impede the path and create a trip hazard.
Providing a sheltered area for safe play outside of room 12.	– The shelter is complete. – Soft pour surface to be completed and soft wall coverings to be installed.	Site Manager	Nov 18 Feb 18	DC DC	
Renew the existing hob with a height adjusting cooking surface in the Food Tech room 7.	– Installation of the electric ceramic hob to replace the existing gas hob.	Site Manager	Dec 18	c.£500	– Following a review, this has not been actioned.
Resurfacing access paths to the school entrance.	– Proposal to DCC pending.	Site Manager	Summer Term 2019	DC	– This was cancelled on joining the MAT. Work is still required but is not urgent.

Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>The availability of written information in accessible formats needs to be made accessible by all pupils, staff, and parents.</p>	<ul style="list-style-type: none"> – All written information available to pupils and their parents on the school website will be made available on request in the school office. – The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. large font.) and will research good practice in other schools. 	<p>Senior Leadership Team and Reception staff.</p> <p>Headteacher and SENDCO</p>	<p>September 2017</p> <p>September 2018</p>	<ul style="list-style-type: none"> – All future written information is designed with the specific needs of disabled pupils in mind; – Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; – Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.
<p>The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need.</p>	<ul style="list-style-type: none"> – Whole school awareness regarding methods of communication to aid learning/understanding for pupils with different needs via support within the classroom from the SENDCO and Specialist Teacher. Learning walks and feedback. – Specific guidance for class teachers supporting pupils with specific needs i.e. dyslexia and specific fonts, layouts, etc. 	<p>Senior Leadership Team</p> <p>Senior Leadership Team</p>	<p>September 2018</p> <p>September 2017</p>	<ul style="list-style-type: none"> – Staff are aware of the different ways in which pupils take on and learn new information; – Thought is given to all future communication with disabled pupils in mind; – The school is more effective in meeting the needs of pupils with a disability; – Pupils with a disability and their parents feel welcome and confident that their needs are being met.