



Ferndown  
Middle School

## FERNDOWN MIDDLE SCHOOL

# Accessibility Annual Review and Action Plan

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\*The statutory guidance requirements are that this policy is updated every three years.

# Accessibility Annual Review and Action Plan

## 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 pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

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.

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.

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## 3. 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.

#### **4. 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.

#### **5. 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 requirements 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 potential impact on disabled pupils in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress.

#### **6. Disability Discrimination**

Our Accessibility Review is structured to complement and support the school's Equality Objectives and should be read in conjunction with the Trust's Equality Policy. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Accessibility is considered as an ongoing concern in Trust schools, and we will react to additional requirements as needed, in a timely fashion.

The following checklist is from the Disability Right Commission publication 'A Guide for Schools - Part 4 of the Disability Discrimination Act as amended by the SEN and Disability Act 2001 and the Equality Act 2010'.

We have outlined the school's response to the statements, which were also subject to governor Scrutiny. Please note that examples quoted are not exhaustive.

	<b>Action needed/taken Comments</b>
<b>Is the School Standards Board aware of its duties under the Disability Discrimination Act and Equality Act?</b>	<p>The Trust Board has delegated responsibility to the School Standards Board. Access to the site is logged by the Site Manager.</p> <p>Specific adjustments and provision, see below, illustrates that this awareness translates into appropriate action.</p>
<b>Do senior members of staff take their responsibilities under the Acts seriously?</b>	<p>As stated above, we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Accessibility is a high priority and considered as an ongoing concern in Trust schools and we will react to additional requirements as needed, in a timely fashion.</p>
<b>Are all staff aware of their duties, including managers, teaching staff, learning support assistants, catering staff, caretakers and others involved in providing or supporting learning?</b>	<p>The Castleman Academy Trust Board, Staff and Governors at Ferndown Middle School are committed to ensuring inclusion for all stakeholders. As such they take their responsibilities extremely seriously. We are committed to high-quality training to ensure stakeholders know their duties and have the resources to ensure equality of access for all to our school.</p> <p>Specific adjustments are made as necessary for specific pupils, evidenced during the governor review. The lift has been maintained and the school is ready to take necessary measures if other pupils needing Accessibility adjustments join.</p>
<b>Are you sure the policies covering admissions, education and associated services, and exclusions will not put disabled children at a substantial disadvantage?</b>	<p>All policies reviewed take into account our responsibilities under accessibility. All policies are reviewed in consideration of the principles of the Equality Policy.</p> <p>Reasonable adjustments are assessed and put in place as needed. Governors review key policies regularly and the SSB board is confident that policies do not disadvantage disabled children.</p>
<b>Does the school review its policies, procedures and practices to ensure that it will not discriminate against disabled pupils or prospective pupils?</b>	<p>All policies and procedures reviewed take into account our responsibilities under accessibility. Regular reviews by governors and senior staff are scheduled throughout the year.</p>
<b>Does the school make 'reasonable adjustments' in order to comply with the law?</b>	<p>A variety of adaptations have been made to the school as and when required. Lifts, auditory improvements and the rearranging of accommodation to support learners falling under the DDA are some of the improvements made to our environment to ensure good levels of accessibility. We regularly review the accommodation and continually look</p>

	<p>for ways to improve accessibility.</p> <p>It is important to note that due to budget restrictions, improvements will always be made when a need is identified, often through Educational Health Care Plans.</p> <p>The SSB through this Governor review confirms this to be the case.</p>
<b>Has the school held training on the accessibility law and/or broader issues of disability equality?</b>	Those with strategic responsibility attend training as required. An Equality and Diversity, and Accessibility audit is regularly undertaken with outcomes including and informing further training.
<b>Are there enough procedures in place to ensure that discrimination by staff will be noticed and dealt with properly?</b>	<p>Yes, evidenced by:</p> <ul style="list-style-type: none"> <li>– Equality Policy and Action Plan Complaints Policy</li> <li>– Register of complaints filed.</li> </ul>
<b>Do the school’s general plans take account of the need to make ‘reasonable adjustments’?</b>	Yes - see the accessibility register of works completed and the list of works for the future. Evidence is also available for specific individual cases.
<b>Has the school an adequate and accessible internal complaint procedure?</b>	<p>Yes – refer to the following documents Complaints Policy (for parents) Grievance Procedure (for staff).</p> <p>Complaints policy for parents has been revised.</p>

## 7. Monitoring arrangements

This document will be reviewed annually but may be reviewed and updated more frequently if necessary.

## 8. Links with other policies

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

- Health and safety policy
- Equality policy and action plan
- SEND policy
- Supporting pupils with medical conditions policy.

## 9. Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the school’s Equality Policy.

## Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	How can we tell if this is successful?	When will this be done?
All staff to follow the graduated 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 Teacher	<ul style="list-style-type: none"> <li>– Pupils will have had their needs met.</li> <li>– Parents and pupils will feel that their needs are understood and addressed in their lessons.</li> </ul>	<ul style="list-style-type: none"> <li>– In place</li> </ul>
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"> <li>– Visually Impaired</li> <li>– Hearing Impaired</li> </ul> Physically Impaired.	SENDCO to liaise with external agencies to provide support, as and when necessary.	Learning Development Co-ordinator	<ul style="list-style-type: none"> <li>– Teachers and TAs have a greater understanding of how to support disabled pupils within the school and therefore improve provision.</li> <li>– Progress of identified pupils.</li> <li>– Discussions with staff.</li> <li>–</li> </ul>	<ul style="list-style-type: none"> <li>– As necessary</li> </ul>
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	<ul style="list-style-type: none"> <li>– Students with disabilities have increased access to suitable curriculum materials.</li> </ul>	<ul style="list-style-type: none"> <li>– Ongoing</li> </ul>
Disability equality issues are incorporated into the PSHCE curriculum.	KS2 Jigsaw celebrates diversity and covers issues of disability. Yr7 SOW looks at the discrimination and disability.	Head of Year 7	<ul style="list-style-type: none"> <li>– Students have a greater understanding of disability issues.</li> </ul>	<ul style="list-style-type: none"> <li>– In place</li> </ul>
To provide alternative methods of assessment, particularly in KS2 SATs / Optional SATs.	Communication with QCA & External Agencies.	Head of Year and Specialist SEND Teacher	<ul style="list-style-type: none"> <li>– Improved provision for identified pupils e.g.: enlarged/modified text and additional time.</li> <li>– Provision in place of KS2 SATs each year and for Optional SATs – whenever necessary.</li> </ul>	<ul style="list-style-type: none"> <li>– Each year in preparation for SATS</li> </ul>

What needs to be done?	How will this be achieved?	Who is responsible?	How can we tell if this is successful?	When will this be done?
			<ul style="list-style-type: none"> <li>– Increased confidence of pupils allowing pupils to fulfil potential.</li> </ul>	
To provide differentiated homework which pupils with learning difficulties would be encouraged to complete.	Class teachers to work with subject coordinators and SENDCo.	Class teacher	<ul style="list-style-type: none"> <li>– Improvement in quality of homework and levels of attainment.</li> <li>– Improved access to the curriculum.</li> <li>– Homework moderation.</li> </ul>	– Ongoing
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.	SENDCO and Specialist Teacher	<ul style="list-style-type: none"> <li>– Improvement in literacy and presentation skills.</li> <li>– Increased access to the curriculum and raising of standards in pupils with learning disabilities.</li> <li>– Increased confidence/ motivation of pupils. Resources used effectively.</li> </ul>	– As needed
Ensure appropriate deployment of Teaching Assistants to provide the necessary support.  Additional training, where needed.	Regular review of timetables.	Learning Development Co-ordinator	<ul style="list-style-type: none"> <li>– Improved provision for disabled students focused on specific needs.</li> </ul>	– Ongoing

## 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?	Cost (est.) £	How can we tell if this is successful?	When will this be done?
Providing a sheltered area for safe play outside of room 12.	– The shelter is complete.	Site Manager	DC		– Completed
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		– The ramp was not fitted, as it would have been too long and would impede the path and create a trip hazard.
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	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		– Full survey completed. Does not need replacing for 3 years from August 2023.



## Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	How can we tell if this is successful?	When will this be done?
The availability of written information in accessible formats needs to be made accessible by all pupils, staff, and parents on request.	<ul style="list-style-type: none"> <li>– All written information available to pupils and their parents on the school website will be made available on request in the school office.</li> <li>– 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.</li> </ul>	<p>Senior Leadership Team and Reception staff.</p> <p>Headteacher and SENDCO</p>	<ul style="list-style-type: none"> <li>– All future written information is designed with the specific needs of disabled pupils in mind.</li> <li>– Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means.</li> <li>– Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.</li> </ul>	<ul style="list-style-type: none"> <li>– Ongoing</li> <li>– Ongoing</li> <li>– Ongoing</li> </ul>
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.	<ul style="list-style-type: none"> <li>– 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.</li> <li>– Specific guidance for class teachers supporting pupils with specific needs i.e., dyslexia and specific fonts, layouts, etc.</li> </ul>	<p>Senior Leadership Team</p> <p>Senior Leadership Team</p>	<ul style="list-style-type: none"> <li>– Staff are aware of the different ways in which pupils take on and learn new information.</li> <li>– Thought is given to all future communication with disabled pupils in mind.</li> <li>– The school is more effective in meeting the needs of pupils with a disability.</li> <li>– Pupils with a disability and their parents feel welcome and confident that their needs are being met.</li> </ul>	<ul style="list-style-type: none"> <li>– Ongoing</li> <li>– Ongoing</li> <li>– Ongoing</li> <li>– Ongoing</li> </ul>