



## **Accessibility Plan**

**2021-2024**

**Presented at Governors Autumn 2021  
To be represented Summer 2024**

**Revised policy in review following LA Template Sept 2022**

# Accessibility Plan

## Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils. Our previous plans were incorporated into a Disability Equality Scheme and this plan will build on those foundations. This access plan includes data and consultation from this scheme where it continues to be relevant.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the:

- school council
- parents of students where applicable
- staff
- governors
- external partners

Within the terms of the Act, the term 'disability' is defined thus:

"a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities".

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and

epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are, or may be on our SEN register.

Within the terms of this document, "curriculum" is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

### **Vision**

- have high aspirations, a willingness to succeed and the ability to make the right choices
- have access to provision in the choices that they want to make
- feel included within all areas of school life
- have the ability to progress along their chosen path

### **Values**

- show respect for feelings, values and beliefs of others in our diverse school society. Including positive attitudes towards people with disabilities, through PSHE and collective worship
- are self-confident, have high self-esteem and the ability to form constructive relationships with others

### **Planning Duty 1**

#### **Increasing the extent to which disabled pupils can participate in the school curriculum**

We will continue to

1. Audit Learning Support pupils to assess the differentiated worksheets / resources available to them
2. Provide training for all staff on differentiation of the curriculum
  - Provide INSET to all staff on how to ensure all pupils within each lesson are able to access the lesson content, through differentiated work sheets, tasks etc
  - All departments to show how differentiation is built into each of the schemes of work
  - Learning support department to work closely with Heads of Department and teachers to ensure that all lessons are accessible to all pupils
  - Teaching staff to liaise with Learning support and Teaching assistants so that support is fully utilised
3. Differentiate resources

- Each subject area will produce a resource bank of a variety of worksheets, tasks, flash cards and strategies for differentiation appropriate to each curriculum area
  - Use of interactive whiteboards to enlarge text to make it easy for all pupils to read
  - Where necessary INSET provided to teachers of pupils with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons.
  - Learning support department to liaise with RCT CBC specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources
4. Ensure equal access for disabled pupils to school clubs, school visits and extra curricular activities
    - Risk assessment and planning of trip to include accessibility references
    - Analyse extra-curricular activities to ensure inclusion of learning support pupils and pupils with disabilities
  5. Ensure that all pupils feel supported and included within the school
    - Where necessary provide emotional support through learning mentors
    - Close links with Early Intervention Team : Hearing and Teacher Support Service Vision, to ensure that we are providing all the support and access to curriculum for pupils with hearing and vision disabilities

## Planning Duty 2

### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

Ferndale Community School was built prior to current legislations as such presents a number of difficulties for physical access. Enhanced physical access is facilitated by ramps, lifts and handrails where possible, however there are some areas of the site that are a less than optimum location for students, staff and visitors requiring full accessibility assistance. Nevertheless we will continue to improve accessibility where possible.

We have improved:

1. Entry/Exit to/from School
  - A designated disabled space has been provided at the front parking bay
  - Handrails have been installed in a number of key locations around the school;
    - i. Stairwell through the school have incorporated visibility strips
    - ii. Entrance to the Sports Barn – hand rails installed
    - iii. Entrance onto the tennis courts - hand rails installed

2. Lighting
  - This has been improved, however special lighting for those with eyesight impediments has not been provided. Advice is needed on this to find most suitable lighting for individual specific needs.
3. Signage
  - Installed signage in the car parking areas including pictorial images where necessary
4. Ramps and stairs
  - More ramps are required inside and outside the main building would however there is insufficient space to fit them inside the building and their provision would cause health and safety problems.
  - Steps have been coloured with yellow grip strips.
5. Lifts
  - Lifts are provided in all areas bar one (technology) where there is a second or third floor.
6. Toilets
  - There is 1 fully compliant disabled toilet and wash room based in the lower school and one based in the skills center.
7. Canteen provision
  - Disabled users have the ability to access the canteen first or have support from peers or support staff who will collect food for them

We will continue to carry out access audit working with the LA to improve the physical environment of the school. See attached plan.

### **Planning Duty 3**

#### **Improving the delivery of information to disabled pupils (and parents)**

We will continue to

1. Provide written materials in alternative formats as requested



### Areas to be investigated and implemented since the last audit.

Action	Success Criteria	Lead person	Timescale	Review
Invest in improved Evacuation Chairs for evacuation purposes and endure relevant training in place	Items purchased and sited	MCH	Summer 2017 Autumn 2022	
Provide necessary training for evacuation chairs.	A number of staff are trained and able to assist in evacuation procedures.	RCT	Summer 2019 Spring 2022	Completed in 2019 and Spring 2022
School council environment committee to complete a practical audit for disabled pupils	Audit completed and areas identified for improvement	MCH	Autumn	
Improved Access arrangements to tennis courts as well as the facility as a whole.	Revised and improved access to the tennis courts to include wheelchair access. Resurface of grounds due to uneven surfaces	MCH / LA	DONE - New 3G pitch	
Classrooms are reviewed and organised where necessary for registered disabled students. Guidance from specialists (Hearing Impaired Service, Autism Service) taken in arranging classrooms for maximum benefit to disabled students.	Disabled students are able to access the learning environment more effectively.	Classroom Teacher / MCH	On going	A number of classrooms are more accessible than others. Adjustable tables purchased in relevant classrooms
Curriculum delivery/ Delivery of materials in other formats. IDP targets used by classroom staff and understanding of additional time requirements in practical work understood and planned for.  Diagrams described and information read out loud. Copies of slides and diagrams available to students.	ALN information available to all staff and further training on implementation and differentiation of curriculum required.  Use of staff involved in 'Inclusion	LEP /CO/GG	Spring 2021 - on going	
Access to tennis court / 3G	Ramps in place as advised by LA	LEA	ASAP	