



# FERRYHILL SCHOOL

## ACCESSIBILITY 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 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.

The Accessibility Plan has been drawn up in consultation with stake holders and covers the period up to January 2023.

We are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents, carers and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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 disabled pupil faces in comparison with non-disabled pupils. 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. ACTION PLAN

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Positive working relationships with external services and providers. Seek and implement advice from other relevant professionals within education, health and social service</p> <p>Staff training and CPD designed to meet current needs and is regularly reviewed</p> <p>Trained learning support staff</p> <p>Access to alternative assessment arrangements and implementing use of technologies to support assessment</p>	<p>QFT strategies are fully embedded into practice and classroom procedures across the school</p> <p>Greater staff understanding and confidence in making 'reasonable adjustments' to support a range of needs in the classroom</p>	<p>Staff training and CPD</p> <p>Teaching and Learning guidance</p> <p>More in-depth explanations and possible strategies outlined in support plans</p> <p>Promote use of Pupil Profiles to allow student voice and preferences be readily available to all staff</p> <p>Ensure external providers promote reasonable adjustments and</p>	<p>ULT / All Staff</p> <p>SENCO / All Staff</p> <p>SENCO / Exams Officer</p>	<p>Ongoing</p> <p>December 2022</p> <p>July 2024</p>	<p>Positive student and parent/carer feedback</p> <p>Lesson observation evidence</p> <p>Engagement and attainment are at least in line with whole school figures</p>

	Access to emotional support if required; school counsellor, key worker, ERN, EWEL etc.	Implementing use of technologies to support assessment	offer good practice strategies Increase effective usage of reading pens for applicable learners and embed into daily practice in KS3 Investigate new and emerging technologies and ensure appropriate training is completed			
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Ramp – ramp into school via reception area</li> <li>• Disabled parking bay</li> </ul>	Short-medium term  Short-medium term	Maintain this ramp as main access to school  Increase the number of bays  Increase the number of accessible toilets	Premises Manager  ELT Estates Manager as SCA monies allow  ELT Estates Manager as	Ongoing  31/12/22  31/12/22	The school remains accessible to all  We have sufficient bay for disabled users  We have sufficient accessible toilet/changing facilities for disabled users

	<ul style="list-style-type: none"> <li>• Disabled toilets and changing facilities</li> </ul>	Short-medium term		SCA monies allow	31/12/22	We have sufficient car/bus parking to accommodate all students/parents/visitors/staff who attend school
	<ul style="list-style-type: none"> <li>• Car parking</li> </ul>	Short-medium term	To have increased visitor/staff parking capacity	ELT Estates Manager as SCA monies allow	Ongoing	Speed limit to remain in place
	<ul style="list-style-type: none"> <li>• Speed limit of 5mph in place</li> </ul>	Short-medium term	Maintain this speed limit for safety reasons	Premises Manager	31/12/22	Visually impaired people feel safe around school
	<ul style="list-style-type: none"> <li>• Lighting</li> </ul>		Improvements to whole school internal and external lighting	ELT Estates Manager as SCA monies allow	31/12/22	Visually impaired people feel safe around school
	<ul style="list-style-type: none"> <li>• Signage</li> </ul>		New signage to be installed with re-branding	ELT Estates Manager as SCA monies allow		

<p>Improve the delivery of information to pupils with a disability</p>	<p>Appropriate and differentiated resources used across the school including, suitable fonts and sizes, overlays, visual stress reduction etc.</p> <p>Visual aids and alternative methods to communicate learning and assess learners</p>	<p>Improve delivery of information for hearing impaired learners</p>	<p>Updated training from Hearing Impairment Team</p> <p>Implement good practice within the classroom to promote hearing impaired individual's access to learning and participation in activities</p> <p>Increased use of subtitles and aids where appropriate to support audio and video materials across the school</p>	<p>ULT and SENCO / All Staff</p>	<p>September 2022</p>	<p>Training completed and reasonable adjustments made in daily practice</p> <p>Improved delivery of information to learners with a hearing impairment</p>
<p>Improve delivery of information to parents/ carers with a disability</p>	<p>Regular communication in place with parents and in a format that is appropriate for them</p> <p>A range of communication mediums are in use and information / guidance available on how to access differing / adapted</p>	<p>Improve delivery of information for hearing impaired learners</p>	<p>Increased use of subtitles and aids where appropriate to support audio and video materials across the school</p>		<p>July 2023</p>	<p>Improved communication channels and positive home / school communication</p> <p>Improved delivery of information to those within school community with a hearing impairment</p>

	<p>formats of information</p> <p>Seek support from other relevant professionals including adult social care, health care and local council departments including Equality and Diversity Team</p>					
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#### **4. Monitoring arrangements**

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be reviewed by the CFO and the SENCO.

It will be approved by The Governing Body.

#### **5. Links with other policies**

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

