

Fairlands Middle School

Accessibility Plan 2016-19

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Mendip Edge Federation Governing body are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. Fairlands Middle School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their 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.
2. Fairlands Middle School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - the curriculum for pupils with a disability. Expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities, and (or) school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - the written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school
 - school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three- year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on the Equality Policy. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The School Prospectus will make reference to this Accessibility Plan.

8. The School's complaints procedure covers the Accessibility Plan.

9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

OCTOBER 2016

Access Plan

Appendix B

TARGETS	STRATEGIES	WHO	OUTCOME	COST	WHEN	ACHIEVEMENTS
School plans to improve access to designated areas over successive financial years. Pathways, lighting and steps.	Planned use of DFCG in conjunction with advice from Architects and County Access Co-ordinator.	Deputy Headteacher Finance Manager	Phased improvements over next 3 years.	To be determined	On-going	Physical access to parts of school increased.
Improve access to ICT and school work.	To determine a strategy for pupils to have the ability to access the school network remotely in a safe and secure environment.	Deputy Headteacher Network Manager	External access to school work via school website or alternative provider.	To be determined	In progress-costing	“Gateway” to school network created. Increase in access to the National Curriculum.
Improve access to stage in the main assembly hall.	To determine whether grants are available. Support of FPTA	Finance Manager Site Supervisor	Stage accessible for all pupils to take part in activities and productions.	To be determined	On-going	New staging purchased with ramps and other appropriate equipment provided.
To improve the sound system in the main assembly room and classrooms	To determine whether grants are available.	Finance Manager Site supervisor	Install hearing loop	To be determined	On-going	Hearing lops installed in main assembly hall and classrooms

Availability of written material in alternative formats.	Consult LEA, RNIB to identify what services are available to convert written information into alternative formats.	SENCo	School to produce information appropriate to all parents and carers.	To be determined	On-going	Delivery of information to disabled pupils improved.
Incorporate colour schemes and large writing on signage when carrying out any refurbishment.	School signage, both internal and external, to be accessible to all site users at all times.	Deputy Headteacher SENCo Finance Manager	Several areas made more accessible to visually impaired children.	To be determined	On-going	Physical accessibility of the school increased.
Improve staff awareness of disabilities.	To continue to get specialist external advice as well as work with outside agencies on how to take account of disabilities.	SENCo	Staff knowledge base increased.	Nil	On-going	Knowledge of issues understood.
Improve access in main corridors throughout the school.	Planned use of external funding and VA capital formula to improve corridor doors.	Deputy Headteacher Site Supervisor	Automatic opening of doors.	Per door cost	On-going	Physical accessibility of the school increased.
Improve access to literature and textbooks.	Identify suppliers who can provide books in large writing, perhaps with more pictures/diagrams.	CL for English SENCo Librarian	Suppliers identified and cost of purchases identified. Students to review books.	Nil	On-going	Improved access to the National Curriculum. Review library system

	Reviews of books currently made available.					currently in use is accessible to all pupils.
To improve accessibility of trips to all pupils.	To determine strategies that will improve access for disabled pupils on school trips.	All staff	To incorporate into the Trips and Visits policy.	To be determined	On-going	Improved access to the National Curriculum and extra curricular provision.
Training for new teachers on differentiating the curriculum.	Organise training days as part of CPD on SEN and strategies for all pupils.	Deputy Headteacher SENCo	All staff more able to meet the requirements of disabled children's needs with regards to accessing the curriculum.	To be determined	On-going	Increase in access to the national Curriculum
To ensure compliance with the SEN and Disability Acts	To write a policy after consulting staff, parents and governors. Audit completed and updated annually.	Deputy Headteacher	Policy embedded in school practices.	Nil	On-going	Policy understood. Access Plan adopted and funding provided. Achievements monitored.
To ensure that evacuation and emergency procedures are put in place for pupils with disabilities.	Incorporate disability issues into School Emergency and Fire Escape policy. External funding sources identified.	Finance Manager Site Supervisor	Policy document reviewed. Physical changes include provision of alarms with visual and auditory elements.	Nil	On-going	Physical access improved. Emergency lighting installed as appropriate.