



## **Fairlands Middle School**

### **Accessibility Policy and Plan**

This is a STATUTORY document

Recommended for review by H&S Governor every three years

**Written/**

**Reviewed:            November 2019**

**Agreed:**

**Next review due: November 2022**

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### 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.

We are 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.

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.

### 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

### 3. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	Ensure all pupils can perform to the best of their ability in assessments.	Improve access to ICT	PC's to be refurbished and switched to the new server.	SENDCO and IT technician	Summer 2020	Pupils will be able to use a laptop to type longer pieces of work as the normal way of working.
	Our school offers a broad and balanced curriculum for all pupils.	All staff will deliver lessons where measures are in place to ensure all pupils can access the learning	Schedule regular CPD for staff on Q4T, differentiation and meeting the needs of pupils with SEND in the classroom (including new staff, NQTs, ITTs)	SENDCO/ Curriculum Leads/all staff	Summer 2020	Staff will be confident in meeting the needs of pupils within their classroom.
	We ensure that, where possible, all students will have access to extra-curricular activities.	To improve accessibility and provision of extra-curricular activities for all pupils	Implement strategies that will improve access for disabled pupils in relation to extra-curricular activities	Associate Leader	Summer 2020	Pupils with disabilities will have taken part in a number of extra-curricular activities
	Use resources tailored to the needs of pupils who require support to access the curriculum.	Improved staff understanding of how to adapt resources for SEND pupils.	To train teachers on effectively adjusting resources for visually impaired pupils.	SENDCO/Curriculum Leads	Summer 2020	Pupils with a visual impairment will have appropriate resources in all lessons.

	<p>Curriculum resources include examples of people with disabilities.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>For all departments to include people with disabilities where possible in their schemes of learning.</p> <p>EduKey profiles to have targets attached which are SMART and reviewed regularly.</p>	<p>Curriculum leaders to work with staff to review current schemes of learning and discuss improvements.</p> <p>One page profiles to be developed with target setting in mind. TAs to be trained to set targets with pupils. Targets to be reviewed by SEND team regularly.</p>	<p>Curriculum Leads</p> <p>SENDCO/HLTA team</p>	<p>Summer 2020</p> <p>Summer 2020</p>	<p>Pupils with disabilities will be represented in all subjects.</p> <p>Pupils with SEND to have appropriate targets that are regularly reviewed and assessed.</p>
<p>Improve and maintain access to the physical environment.</p>	<p>To ensure all pupils, staff and visitors have unrestricted access into, through and around the academy.</p> <p>To ensure all pupils and staff can carry out their work and are included in any activities within the school.</p>	<p>To maintain access throughout the school for all regardless of anyone's abilities.</p> <p>Working with SENDCO and PIMS to identify areas where help is needed to ensure all classes and activities are inclusive</p>	<p>The school's entrances, doorways and walkways are monitored and maintained. New needs will be assessed and solutions considered.</p> <p>Working internally or with outside contractors to provide solutions, alterations or equipment in the school where required</p>	<p>Site Supervisor/Associate Leader</p> <p>Site Supervisor/ PIMS</p>	<p>Summer 2022</p> <p>Summer 2022</p>	<p>To ensure any pupil or member of staff with additional needs can move freely, independently or with the minimum of aid throughout the school.</p> <p>Provide the same level of care and inclusivity to all pupils, staff and visitors.</p>
<p>Improve the delivery of information to</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p>	<p>To develop the use of IT to support pupils with disabilities</p>	<p>Train teachers in how to use laptops and iPads to best meet the</p>	<p>SENDCO/LSA team</p>	<p>Summer 2020</p>	<p>Pupils will use IT in lessons to access resources and</p>

pupils with a disability	<ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• IT support</li> </ul>		needs of pupils (enlarging text for VI, organising ideas for DCD, typing long pieces of work for dyslexia)			information in lessons.
Ensure equity for pupils identifying as LGBTQ+	<p>This includes:</p> <ul style="list-style-type: none"> <li>• Changing facilities</li> <li>• Toilet facilities</li> <li>• Choice of pronoun</li> </ul>	Improved staff understanding of language used and how to adapt resources	To train teachers on effectively adjusting resources for pupils.	Deputy Headteacher / Curriculum Leads	Ongoing	LGBTQ+ pupils have appropriate resources in all lessons

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Health and Safety Governor and SLG.

#### **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 (SEND) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Entrances	Main entrance is accessible via two sets of steps. Disability entrance is via back of the school hall and has an intercom connected to reception.	The school is accessed via the school hall. The doors are controlled but will automatically unlock when required when the evacuation is sounded.	Site Supervisor/ Associate Leader	Ongoing
Corridor access	All school buildings are single story. There are two sets of steps in the main building, comprising of no more than three steps.  In the main building the corridors have double fire doors which can restrict movement through the school.	There are handrails fitted in all areas where there are steps.  Possible installation of internal lift (resources –ICT2) To deal with nine steps.	Site Supervisor/ Associate Leader/ Finance Manager	Ongoing
Lifts	An exterior lift is on the premises, this has now been decommissioned due to lack of replacement parts.	We are looking into the possibility of re-commissioning the lift.	Support from LA/ Sit Supervisor/ Finance Manager	Sept 2020
Parking bays	Parking is provided at the front of the school.	The car park has recently been improved. There is a disabled parking bay and the facility to provide additional reserved parking if required.	Site Supervisor / Associate Leader	Sept 2019

Emergency escape routes	Evacuation routes are signed and lit by emergency lights throughout the school.	All evacuation routes are assessed yearly and signage checked on a regular basis. We hope that following improvements to the Fire alarm system we can improve the fire doors and provide ramps.	Site Supervisor / Associate Leader	Sept 2019
Toilets	There is a unisex toilet in the main building in the humanities block	When needed modifications have been made to the pupils' toilets. We have lowered urinals and fitted specialist toilet seats.	Site Supervisor / Associate Leader	Ongoing
Physiotherapy	Provide an appropriate space for physiotherapy to take place on the school site	Identification of appropriate space.	Associate Leader / SENDCO	Summer 2020