

# **FLETEWOOD SCHOOL ACCESSIBILITY PLAN**

## **1. Introduction:**

As a Seventh-day Adventist Christian School, we believe that all were made by God and all have equal value in His sight. We believe that as his children, we are expected to treat all with dignity and respect regardless of race, gender, ability and physical disability. Examples from the Bible that motivate us to be accommodating of those with specific needs, include the touching story of Mephibosheth, a man lame in both feet, who was invited to live in the household of King David; the healing of the blind man and the man at the pool of Siloam. These rich accounts provide the Christian background and motivation to practice inclusivity in our school; and for the consideration and planning for the needs of all in our learning community.

This policy relates to the following legislation:

Disability Discrimination Act 1995  
SEN and Disability Act 2001 (SENDA)  
Children Act 2004  
Safeguarding Vulnerable Groups Act 2006  
Equality Act 2010  
Children and Families Act 2014  
Special Educational Needs and Disability (Detained Persons) Regulations 2015

## **2. Definition:**

The Equality Act 2010 defines disability as follows:

A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general, the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term and the long-term substantial adverse effects must affect normal day-to-day activities.

The definition of disability may include those with:

- physical or mobility impairment
- visual impairments
- hearing impairments
- developmental difficulties such as, dyslexia, autistic spectrum disorders
- medical conditions
- mental health difficulties

## **3. Role of the Governing Body:**

Governors ensure:

- compliance with all relevant legislation connected to this policy

- that a member of staff is responsible for special educational needs and disabilities
- that the Headteacher is delegated the responsibility to ensure that all school personnel and stakeholders are aware of and comply with this policy
- that powers and responsibilities are delegated to the Equal Opportunities Committee which is made up of the Link Governor, Headteacher and the Inclusion Leader
- that the school provides all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils, taking into account learning styles

The Equality Act 2010 and SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to include education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils **less favourably** for a reason related to their disability
- to make **reasonable adjustments** for disabled pupils, so that they are not at a substantial disadvantage
- to plan to **increase access** to education for disabled pupils

#### 4. **Role of the Headteacher:**

The Headteacher ensures that:

- an Inclusion Governor is nominated to visit the school, meet with the Headteacher and Inclusion Leader and annually report back to the Governing Body on the success of the policy
- the policy is maintained and updated
- the policy is made available to parents
- the School Council is involved in the development, approval, implementation and review of this policy
- the policy is implemented, monitored and evaluated
- s/he works closely with the Equal Opportunities Committee (Link Governor and Inclusion Leader)
- s/he devises a three-year Accessibility Action Plan with Governors
- s/he annually reviews and adjusts the Accessibility Action Plan
- s/he organises ongoing awareness training for school personnel and governors in the matter of disability discrimination
- s/he annually reports to the Governing Body on the success and development of this policy
- s/he monitors the effectiveness of the policy by monitoring the:
  - i. - physical environment
  - ii. - provision of information
  - iii. - delivery of the curriculum by: monitoring learning and teaching, planning and assessment and speaking with pupils, school personnel, parents and governors

#### *4.1 Three Year Accessibility Plan*

This duty requires schools to produce an Accessibility Plan that identifies the action the school intends to take over a three-year period to increase access for those with disability in three key areas. (It is evaluated annually.) The three areas include:

- 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

### **5. Activity:**

#### 5.1. Education and related activities:

The school will continue to seek and follow the advice of the SEC Education Department, specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

**[Resource Sheet 1: Identifying Barriers to Access: A checklist.**

The checklist from the DfES Accessible Schools: Summary Guidance (DfES/0462.2002) will be used to inform the action plan and its subsequent reviews.]

#### 5.2. Physical environment:

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

**[Resource Sheet 2: Checklist: ‘Is your school designed to meet the needs of all pupils?’** will be used to inform the action plan and its subsequent reviews.]

#### 5.3. Provision of Information:

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

**[Resource Sheet 3: Checklist: ‘How does your school deliver materials in other formats?’** will be used to inform the action plan and its subsequent reviews.]

### **6. The Role of the Disability (Inclusion) Leader:**

The Disability (Inclusion) Leader will:

- lead the development of this policy throughout the school
- liaise with school personnel to discuss what changes are needed to the physical environment of the school, to the provision of information and to the delivery of the curriculum
- work closely with the Headteacher and the nominated Governor
- provide guidance and support to all staff
- keep up to date with new developments and resources
- undertake risk assessments when required
- review and monitor the policy together with the Headteacher
- report to the Headteacher on the success and development of this policy

#### **7. The Role of Teachers:**

Teachers will:

- comply with all aspects of this policy
- implement the school's equality policy
- liaise with the Inclusion manager or EYFS SEND to discuss any changes needed to provision
- report and deal with all incidents of discrimination
- maintain high standards in terms of the school values
- work in partnership with parents and keep them up to date with their child's progress

#### **8. The Role of Pupils:**

Pupils will:

- be aware of and comply with the policy and school rules
- work in partnership with the School to implement the policy
- liaise with the School Council
- take part in questionnaires and surveys

#### **9. The Role of Parents/Carers:**

Parents/Carers will:

- comply with this policy
- inform the school of their child's disability
- share their knowledge of their child's disability and how it affects their regular activities
- work in partnership with the school, for the benefit of the child

## 10. The Accessibility Plan:

The school will produce an Accessibility Action Plan every three years. The Equal Opportunities Committee will be instrumental in annually reviewing access to the environment, information and the curriculum and in identifying areas for improvement. This will ensure ongoing evaluation of provision and continuous removal of barriers that may potentially disadvantage pupils with disability.

### 10.1 Access to the Environment

- The school shares its building with the church. Ground level access for wheelchairs can be sought by using a portable ramp via the church doors. This allows access to the church floor only.
- Lighting within the school is regularly checked and updated to ensure good visibility.
- Emergency exits are also well signposted and lit.
- Classrooms provide good acoustic conditions, being partly carpeted and partly tiled in Classes 1 and 2 and fully carpeted in Classes 3 and 4.
- The school provides a quiet area for ill children in the office with a roll up bed if required.

### 10.2 Access to Information

- The school will gather information on local services and signpost parents/carers to these as needed.
- The school will provide information of local workshops that individuals may find useful in supporting specific needs.
- The school communicates regularly to parents via e-mail, texts and termly newsletters.
- The school also sends out interim letters to provide information to specific classes/groups.
- The school has a website where up-to-date newsletters, school calendar, , policies etc can be accessed.
- The school has termly parent-teacher consultations and also operates an open-door policy.
- The school holds curriculum evenings at the start of the year (introductory evening) and at other times during the year as required, to inform/update parents regarding changes to the curriculum etc.
- The PTFA organises events that parents and families can participate in.
- The school has two noticeboards in the school hall and Class 1's classroom, where information is posted.
- The school provides termly targets and an end of year reports, which inform parents of children's progress and achievement.
- On admission to school, information is gathered so that pupils can be supported from the outset.
- The school educates the children on anti-bullying, including cyber-bullying, and internet safety.

### 10.3 Access to the Curriculum

- SEND needs are taken into account when planning lessons.
- Risk assessments are completed for all trips and events.
- Work is differentiated by the class teacher, according to policy.
- Classroom Assistants are deployed to assist with specific needs where required.
- Inclusion provides additional support, according to resources.
- Staff work closely with specialists and parents to ensure a partnership approach in supporting the learner.
- Staff encourage peer tutoring and collaborative learning.
- Teachers utilise PSHE and circle time to educate children about the school values.
- Alternatives to pen and paper recording are provided where necessary, utilising technology and the use of a scribe.
- Specialist arrangements are made for end of year exams where required.
- A range of assessment procedures may be used within lessons (such as audio-recording, role-play, drama, video and drawing) to ensure children are able to demonstrate their understanding and achievements.

Policy Date: March 2019

Review Date: March 2020

## APPENDIX

FWSAP Resource Sheet 1:

### Identifying Barriers to Access: A Checklist

*(This list should help identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.)*

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectations for all pupils?		
Do staff seek to remove all barriers to learning and participation?		

FWSAP Resource Sheet 2:

**Is your school designed to meet the needs of all pupils? A Checklist**

<b>Question</b>	<b>Yes</b>	<b>No</b>
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		
Can pupils who use wheel chairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment?		
Is furniture and equipment selected, adjusted and located appropriately?		



FWSAP Resource Sheet 3:

**Checklist: How does your school deliver materials in other formats?**

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that members of staff are familiar with technology and practices developed to assist people with disabilities?		

## **FLETEWOOD SCHOOL ACCESS PLAN**

		Objective	What	How	When	Goal Achieved
Short Term	1	Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of Accessibility Plan	Staff meeting Governors Meeting	Ongoing	School complies with requirements of DDA and Code of Practice – continue to monitor
	2	Improve availability of written material in alternative forms	School aware of local and county services for converting written information into alternative formats	SENDCo researches and also discusses with STA services if available to independent schools	Ongoing	School able to deliver information to all pupils and parents with disabilities
Medium Term	3	Improve working environment for pupils with visual impairment	Evaluate current colour schemes, ensure stair treads are clearly visible.	Annual Reception visual screening tests; coloured overlays	Ongoing	Visually impaired pupils able to work independently in all teaching areas
	4	Improve provision for children with ADHD and related disorders	Develop staff's knowledge and skills in managing children with ADHD etc.	Staff training day, led by SENDCO	Summer Term 2018	Staff have increased confidence and skills in working with children with ADHD and related disorders
Long Term	5	Investigate the access to all ground floor teaching areas with regard to wheelchair access	Consideration of ramped access to rear entrance of ground floor teaching area	Seek advice from building surveyors	Reconsider Spring 2020 to coincide with proposed church alterations	Possibly all ground floor teaching areas accessible but particularly tricky for upper school
	6	Investigate the creation of wheelchair accessible toilet for the community on the Church level	Adaptation of ministers' vestry to create separate unisex accessible toilet	Delegate capital. Consult building inspector on feasibility and cost	During 2018 – extended to 2020 in line with delays to church proposals	Wheelchair users have independent access to toilet on one level but is not yet a disabled toilet.

