

Accessibility Policy and Access Plan 2018-2021



Formby High School
Determined To Achieve

Introduction

The school is required to comply with the **Equality Act 2010** and Department for Education's **SEND Code of Practice: 0 to 25 years**. It is a requirement that the school's Access Plan is resourced, implemented, reviewed and revised every three years. This plan is for the period September 2018 – September 2021.

Definition of Disability

A person has a disability under the Equality Act 2010 if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.

Special Educational Needs and Disabilities (SEND)

Many children who have Special Educational Needs and Disabilities (SEND) will also be defined as having a disability under the Equality Act. However, not all children who are defined as disabled will have SEND; for example, those with severe asthma, arthritis or diabetes may not have SEND but may have rights under the Equality Act. Similarly, not all children with SEND will be defined as having a disability under the Equality Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Policy Aims

The aim of this policy is to ensure that the school makes every reasonable adjustment to enable students, staff, parents and other users of the school with a disability to be given full access to the school curriculum, physical environment and communication.

We will aim to:

- increase the extent to which disabled students can participate in the school curriculum
- improve the environment of the school to increase the extent to which disabled students can take advantage of the education, benefits, facilities and services provided
- improve the delivery to disabled students and other stakeholders of information which is provided in writing for students who are not disabled

The Access Plan should be read in conjunction with the following policies:

- Admissions
- Behaviour
- Equal Opportunities and Public Sector Equality Duty
- Examinations
- Supporting Students with Medical Needs
- Special Educational Needs and Disabilities
- Health and Safety
- Child Protection

Roles and Responsibilities

The Governing Body will:

- ensure that the policy is reviewed, monitored and evaluated in line with legislative requirements
- have due regard to the inclusion of accessibility arrangements in all other policy development and review
- ensure that accessibility is also systematically considered within strategic development and school improvement plans

The Headteacher will:

- continue to raise awareness for all staff of what the Equality Act expects of them
- ensure that staff are given appropriate training, information and support to promote delivery of the aims of the Access Plan
- ensure that appropriate systems are in place to support the delivery of the aims of the Access Plan
- regularly monitor, review and evaluate progress and application of support measures throughout the school
- ensure that all reasonable adjustments are being made to support delivery of the Access Plan
- ensure that all stakeholders are considered in the aims and delivery of the Access Plan

The Special Educational Needs and Disabilities Coordinator (SENCO) will:

- maintain accurate records and support plans for students with disabilities
- support the training of staff with regular communication and updates on supporting students with disabilities
- promote the use of appropriate curriculum access resources for identified students
- work closely with family members to monitor and review support measures in place
- develop and monitor Access Plans and arrangements for examinations and assessments of students with disabilities
- be particularly alert to any needs arising from the requirements of newly enrolled students to Year 7 and Year 12 as well as any in-year entrants

All staff will:

- respect the expectations of the Equality Act in their designated role
- follow the guidance provided by the SENCO for designated students and ensure resources are consistently offered
- ensure that disabled students are not treated less favourably

Access Plan

The Access Plan is included in Appendix 1 and is reviewed on an annual basis by the Governing Body.

Formby High School Access Plan

1. Improving Access to the Curriculum

Aim	Strategy	Timeframe	Staff Responsible	Success Criteria	Resources	Progress
Raise awareness of how to remove barriers to learning for disabled students and promote inclusive practice	<ul style="list-style-type: none"> • Staff training and mentoring • Improve information and resource database 	<ul style="list-style-type: none"> • Annual 	<ul style="list-style-type: none"> • Deputy Headteacher • SENCO 	<ul style="list-style-type: none"> • Inclusive practices and resources will be consistently applied across the curriculum • Information resources will be comprehensive and regularly reviewed 	<ul style="list-style-type: none"> • Training allocation • Administrative time to refine database system(s) 	<ul style="list-style-type: none"> • Ongoing
Hearing impairment	<ul style="list-style-type: none"> • Links with HI inclusion consultant • QFT – teaching subtitles radio aid • Use of interpreter 	<ul style="list-style-type: none"> • Short term 	<ul style="list-style-type: none"> • SENCO • CFLL • Class teacher 	<ul style="list-style-type: none"> • Parents actively engaged in parents evenings • Students with HI access the curriculum 	<ul style="list-style-type: none"> • Interpreter costs • Radio aid costs 	<ul style="list-style-type: none"> • Interpreter at Parents evening for HI student • Radio aid in regular use
Visual impairment	<ul style="list-style-type: none"> • Irlen's screening for identified students • Differentiate written communications to meet needs 	<ul style="list-style-type: none"> • Short term 	<ul style="list-style-type: none"> • SENCO • Class teacher 	<ul style="list-style-type: none"> • Students with VI can access the curriculum 	<ul style="list-style-type: none"> • Irlen's testing – SENCO time • Coloured paper and overlay cost 	<ul style="list-style-type: none"> • SENCO trained to screen for Irlen's • Staff regularly use colour in day to day practice
Examinations	<ul style="list-style-type: none"> • Access arrangements in place 	<ul style="list-style-type: none"> • Internal tests, PPEs and formal examinations supported 	<ul style="list-style-type: none"> • SENCO • Examinations Manager • Class teachers • Teaching assistants 	<ul style="list-style-type: none"> • Students are not disadvantaged during examinations 	<ul style="list-style-type: none"> • SENCO time for testing 	<ul style="list-style-type: none"> • In place

2. Improving Access to the Physical Environment

Aim	Strategy	Timeframe	Staff Responsible	Success Criteria	Resources	Progress
Conduct a complete audit of physical environment	<ul style="list-style-type: none"> On appointment of the new Premises & Facilities Manager, complete full physical site audit 	<ul style="list-style-type: none"> Short term 	<ul style="list-style-type: none"> School Business Manager and Premises & Facilities Manager 	<ul style="list-style-type: none"> Comprehensive audit document completed and areas for development identified 	<ul style="list-style-type: none"> SBM / PFM time to complete physical audit Consultancy with Compliance? 	<ul style="list-style-type: none"> The physical access audit will be completed in Summer 2018
Devise safe places for students who need time out or support	<ul style="list-style-type: none"> Work with a student to identify a safe place and ensure this is communicated to relevant colleagues 	<ul style="list-style-type: none"> Short term 	<ul style="list-style-type: none"> SENCO / Pastoral Team / Deputy Headteacher 	<ul style="list-style-type: none"> Students use their identified safe place without resorting to more extreme behaviours 	<ul style="list-style-type: none"> Physical space 	<ul style="list-style-type: none"> A number of students have safe havens identified within their support plans or pastoral care plans
Improve overall access for wheelchair users	<ul style="list-style-type: none"> Ensure that school has appropriate wheelchair access for all users or lessons are timetabled in wheelchair accessible rooms Ensure all new building / alterations are fully wheelchair accessible 	<ul style="list-style-type: none"> Long term 	<ul style="list-style-type: none"> Premises & Facilities Manager SLT 	<ul style="list-style-type: none"> Wheelchair users are not disadvantaged from accessing school curriculum or attending school events 	<ul style="list-style-type: none"> Financial cost to install lifts to C/L Buildings Financial cost to widen doorways 	<ul style="list-style-type: none"> Ground floor rooms are currently wheelchair accessible for most wheelchair users
Enhance and improve site signage	<ul style="list-style-type: none"> Ensure that school signage is accessible to visually impaired users 	<ul style="list-style-type: none"> Long term 	<ul style="list-style-type: none"> Premises & Facilities Manager 	<ul style="list-style-type: none"> All signage is accessible 	<ul style="list-style-type: none"> Financial cost 	<ul style="list-style-type: none"> Visually impaired users are able to navigate the site independently

Aim	Strategy	Timeframe	Staff Responsible	Success Criteria	Resources	Progress
Ensure equitable lockers access	<ul style="list-style-type: none"> • Ensure placement of lockers is personalised according to need 	<ul style="list-style-type: none"> • Short term 	<ul style="list-style-type: none"> • Premises & Facilities Manager / CfLL 	<ul style="list-style-type: none"> • Students can access lockers independently 	<ul style="list-style-type: none"> • n/a 	<ul style="list-style-type: none"> • Achieved
Ensure evacuation procedures are robust for wheelchair users and other disabilities	<ul style="list-style-type: none"> • Clarify arrangements for evacuation of wheelchair users and other accessibility impaired stakeholders • Lockdown arrangements in place for this cohort • Ensure strategy is in place to alert hearing impaired students in event of a fire alarm or lockdown 	<ul style="list-style-type: none"> • Long term 	<ul style="list-style-type: none"> • Premises & Facilities Manager 	<ul style="list-style-type: none"> • All stakeholders to be evacuated efficiently and safely in the event of an incident requiring evacuation 	<ul style="list-style-type: none"> • Careful timetabling to reflect more accessible classrooms 	<ul style="list-style-type: none"> • Timetabling is in place • Plan required for hearing impaired students when in school without hearing aid

3. Improving the delivery of written information

Aim	Strategy	Timeframe	Staff Responsible	Success Criteria	Resources	Progress
Coloured paper/resources	<ul style="list-style-type: none"> • School to meet the needs of all students who are on the Irlen's continuum 	<ul style="list-style-type: none"> • Short term 	<ul style="list-style-type: none"> • SENCO 	<ul style="list-style-type: none"> • Buff paper is used routinely in school rather than white 	<ul style="list-style-type: none"> • Buff coloured paper to be sourced and fully deployed in all areas of school communications 	<ul style="list-style-type: none"> • In place

Aim	Strategy	Timeframe	Staff Responsible	Success Criteria	Resources	Progress
Audit of practice in classrooms (print size, visual diagrams, time, simplistic language)	<ul style="list-style-type: none"> School to meet needs of SEN students through ensuring they can access the written curriculum 	<ul style="list-style-type: none"> Medium term 	<ul style="list-style-type: none"> SENCO 	<ul style="list-style-type: none"> Students can access written curriculum 	<ul style="list-style-type: none"> SENCO time Support for teachers through differentiation 	<ul style="list-style-type: none"> Ongoing
Access to information for visual/hearing impaired	<ul style="list-style-type: none"> School to ensure written communication meets needs of sight and hearing impaired students' parents and staff 	<ul style="list-style-type: none"> Medium term 	<ul style="list-style-type: none"> SLT SENCO 	<ul style="list-style-type: none"> When required written information to be provided in the format required 	<ul style="list-style-type: none"> Interpreter costs (HI) Access to text service (HI) Braille costs (VI) 	<ul style="list-style-type: none"> Accessing HI services Links with advisory services VI services as required
Website Communication	<ul style="list-style-type: none"> Website information is accessible 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> PA to the Headteacher 	<ul style="list-style-type: none"> The website design is compatible with software enabling those with visual/hearing impairments to access content 	<ul style="list-style-type: none"> Purchase of plug-ins where appropriate 	<ul style="list-style-type: none"> Ongoing