

Fitzharrys School Accessibility Plan

Date of Plan: January 2021 Governor review/approval: 26 January 2021 FZ School Committee

Date of next informal review/update: January 2022

Date of next statutory review: January 2024

Plan originator: W A Browne

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make “reasonable adjustments” to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan. A school’s duty to make reasonable adjustments is an anticipatory one and therefore schools need to think in advance about what disabled pupils might require and what adjustments might need to be made for them.

The actions required are ‘reasonable adjustment’ and there is no expectation to have planning and provision in place for all eventualities. The school would aim to review in the light of the needs of any person expected to join the school community, and react quickly to assess need and make reasonable adjustment to meet the new needs whenever possible.

This accessibility plan aims to

- Increase the extent to which disabled children and young people can engage in the school curriculum;
- Improve the physical environment of schools to increase disabled pupils’ physical access to education and extra-curricular activities;
- Improve the delivery of information to disabled children and young people, using formats which give better access to information.
- *promote and improve positive attitudes to disability*

It summarises current provision as well as planning future actions.

Topic	Current	Planned actions	Responsibility / time scale / comments	Update/notes
<i>Increase the extent to which disabled children and young people can engage in the school curriculum</i>				
Access to teaching by those with hearing impairment	SENSS service visit and monitor students with significant hearing impairment and advise staff as to how to adapt practice.	Publicise guidance as to how to improve online learning access for these students	SENCo January 2021	
Access to teaching by those with visual impairment	Some classroom projection inadequate due to poor lighting / elderly equipment	Plan refurbishment of blinds as fund permit. Plan upgrade of classroom projection as funds permit	Ongoing	
Access to learning resources by those with writing difficulties	Rare and ad hoc use of laptops to support recording within lessons	Provide light weight laptops for use in school as appropriate. Ensure wifi is adequate to support this in all teaching rooms	SLT by Autumn 2021 As funds allow. Repurpose some machines purchased and loaned during lockdown. SLT/ALT Wifi upgrade by Easter 2021	
Access to curriculum for students with SEN	Varied classroom practice eg. with respect to dyslexia friendly classroom	CPD emphasis on quality first teaching, including, for instance, the purchase and use of visualisers for modelling.	SLT on going	
Support in assessments/examinations	First steps taken in use of laptops, but an increasing expectation and disruption to trailing by COVID interruptions to examination regimes	Policy and provision in place to meet needs of learners, including use in more formal internal exams	Exams officer and SENCO in time for next set of more formal assessments	

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	Use of reading pens has taken place	Review of use and alternatives. Formulate new strategy if necessary.	Exams officer and SENCO for Autumn 2021	
<i>Improve the physical environment of schools to increase disabled pupils' physical access to education and extra-curricular activities</i>				
Access to reception	Access to reception is good, wide width and automatic door	Ensure new gate installation is easy to use for those with a disability	Site team Jan/Feb 21	
Parking	Disabled parking available at front to school (x1) and adjacent to West block/CIRB).	Increase provision by additional space at front of school adjacent to entrance.	Site team by Summer 2021 Following review of access and parking after front gate installation	
Access to buildings	Level access available to enter all teaching blocks, with handrails where the slope is steeper.	Review sizing of doors (eg replace even with master/slave) during any refurbishment	Site team As and when refurbishment is planned	
Access to classrooms	Stairs only access to upstairs science, maths and humanities classrooms	Continue to re-timetable classes to ground floor rooms when class includes student who cannot use stairs	SLT / timetabler Annual timetabling cycle and in year adjustments.	
Ease of movement within buildings	Corridors in school are wider than 1m20 so would allow wheelchair access. There are internal corridors that are long and narrower making door opening more difficult for a	See below.		

Topic	Current	Planned actions	Responsibility / time scale / comments	Update/notes
	<p>wheelchair user – music practice rooms and between West Block and the CIRB but these can be easily avoided). The corridor to the heads office has a non-functioning push button opener.</p> <p>Classroom doors are only normal width.</p>			
Toilets and showers	Disabled / easy access toilet available in main block (by HT office), South Block, West Block (CIR base), Sports Hall (includes shower facility)	Investigate mending of automatic door opener to HT corridor toilet, as this is the only one in main block and available for use by visitors	Site team Completion by Summer 2021	
Movement around site	Some of the surfaces (paving/tarmac) used in moving around the site are uneven or potholed.	Survey the main pathways, plan schedule of repairs and make good. Make sure incorporated into regular site walks/surveys	Site team Incorporate into termly schedule First audit band remedial actions by Easter 2021	
Personal emergency evacuation plans	In place for all appropriate students.	Continue annual Autumn review.	SENCo each Autumn term	
Access requirements for adults/parents/carers	Knowledge of access requirements by parents/carers/visiting adults is adhoc.	Investigate including special access requirements by parents/carers on enrolment information forms, and how best to capture this information in MIS and make available to staff.	SLT with data manager	

Topic	Current	Planned actions	Responsibility / time scale / comments	Update/notes
Improve the delivery of information to disabled children and young people, using formats which give better access to information				
Be aware of the challenges facing our community	Knowledge of access to information difficulties (reading, vision or hearing impairment, ESL by parents/carers/visiting adults is adhoc.	Investigate including special access requirements by parents/carers on enrolment information forms, and how best to capture this information in MIS and make available to staff. Use information from pastoral staff to add to this. Consider trawling via newsletter. Make available – push out to teachers and support staff	SLT with data manager and pastoral team Audit by September 2021	
Provide information access support	Extent of needs as yet unknown	Investigate and plan measure to alleviate problems.	SLT with data manager and pastoral team Actions planned by January 2022	
Website	Current limitations not known.	Audit website for accessibility standards. Ensure making use of available technology.	SLT and publicity officer/website manager For September 2021	

<i>Promote and improve positive attitudes to disability</i>			
PSHE curriculum	FF+ programmes are reviewed annually and support equality and positive attitudes	Continue annual review and improvement	AJW and HoYs
Assemblies	Planned schedule supports equality themes	Continue annual review and improvement	AJW
CIR base integration	Needs based introduction to the CIR base and explanation to year 7 tutor groups.	Build an introduction to the CIR base into the year 7 pastoral programme. CIR base involvement in celebration assemblies and contributing stories of success in CIR base to school newsletter/social media	SLT and CIR base leader September 2021
Review whole curriculum and school practices from an equalities perspective	Recent appointment of equalities champion	Development of diversity, equalities and inclusion action plan (EDI plan)	Diversity, equalities and inclusion leader for September 2021

Commentary academic year 2020/21

The school community does not include any regular wheelchair users, but one KS3 student who has the provision for any necessary occasional use.

The school includes students with hearing impairments who are supported by the SENSS service, with regular contact.