

Accessibility Plan 2021-2024

Purpose of Plan

The purpose of this plan is to show over time how Felpham Community College (FCC) intends to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities. This document outlines our accessibility planning for students with physical disabilities. These are the same duties as previously existed under the Disability Discrimination Act and that have been replicated in the Equality Act 2010.

Our accessibility plan aims to:

1. Increase the extent to which disabled students can participate in the curriculum;
2. Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
3. Improve the availability of accessible information to disabled students. This plan should be considered alongside the Equality Policy and the SEN School Information Report.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Aims

To increase and eventually ensure that students with a disability have:

- Total access to our setting's environment, curriculum and information and
- Full participation in the school community.

Principles

At FCC our Governors and staff recognise our duty under the Equality Act 2010:

- Not to discriminate against disabled students in their admissions, exclusions and provision of education and associated services.
- Not to treat disabled students less favourably.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- To publish an accessibility plan.

Furthermore we:

- Recognise and value a young person's knowledge of their own disability.
- Recognise and value the parent's knowledge of their child's disability.
- Recognise the effect that disability has on a person's ability to carry out activities.
- Respect the child's and the parent's right to confidentiality.

1. Improving the curriculum access at FCC

FCC is committed to increasing the extent to which disabled students can participate in the curriculum. The curriculum covers teaching and learning as well as the wider offer of the school and includes clubs, sporting activities and educational visits. Planning for improved access to the curriculum includes consideration of the school, classroom organisation, timetabling, curriculum options, deployment of teaching assistants, staff information and training. Curriculum audits support the school in reviewing the achievement and participation of disabled students in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and help to identify actions designed to increase participation. We aim to provide all students with a broad and balanced curriculum that is supported and appropriate.

We aim to ensure that no student is disadvantaged if they need to attend regular appointments related to their condition by providing catch up sessions either through the teaching staff or in the Curriculum Support Centre and we seek where possible to provide additional opportunities for our students to succeed in other settings as well as the main school environment.

2. Improving physical access and the physical environment at FCC

This strand of the planning duty covers improvements to the physical environment of the school as well as physical aids such as specialised equipment or adapted seating. Improvements to physical access include ramps, electromagnetic doors and disability toilets. The provision of 'quiet' areas is also designed to enhance access for students with learning disabilities.

We intend to:

- Work closely with the Sensory Support Service to provide opportunities for students to utilise the most current techniques to support their condition.
- Ensure that specific programmes recommended by occupational therapy and physiotherapy can be safely delivered on site in a suitable environment.
- Ensure that a robust buddy system operates for those students who need to use the lifts or wheelchairs.

3. Improving the sharing of information to disabled students at FCC

This part of the duty includes planning to ensure that written information provided to the students, such as handouts, timetables, textbooks, or information about school events, is available to those with a disability. For example, it could include alternative formats such as large print.

We intend to:

- Ensure that all lesson resources are accessible to students at the point of access, and this includes printed or presented resources. This may include enlarging print, colour printing, use of coloured backgrounds or overlays, text to speech software or live reading.
- Ensure that verbal information is fully accessible, by ensuring students can clearly see the speaker or providing transcripts as needed.
- Ensure that we are able to offer recorded material through our website or other online platform for easy access at home.
- To ensure accessibility of the school website

References: The Equality Act 2010, Advice for school leaders, school staff, Governing bodies and local authorities, Equality Act Guidance downloads from the Equality and Human Rights Commission.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the usual budget review process.

Accessibility Action Plan

2. Improving the curriculum access at FCC				
Area for development	Action points	Outcomes	Time Frame Long (5+ terms) Medium (3-5 terms) or Short (next 1-2 terms)	Success criteria
SEND transition information	Contact catchment feeder schools and expand networking to ensure timely sharing of transition information.	Information is received well in advance and there is enough time to prepare fully for newly joining SEND students.	Short	Successful transition with well-informed staff.
Coloured exercise books for students who experience visual distress or instability.	Curriculum areas advise on their requirements for exercise books and CSC order appropriately coloured paper and books.	Improvement in access for students with visual stress difficulties.	Short	Relevant students use appropriately coloured papers and exercise books in all of their lessons.
Well-being and mental health. Anticipated increase in need for support as part of FCC's Covid response and recovery programme.	Training for teachers. Specialised support including counselling for students and staff where necessary. Signposts to support are included on the school's website.	For persons affected, their return to school is supported.	Short	Staff and students feel supported in returning to school and when necessary access trained professionals.
Access to educational visits.	Where necessary, mini-bus rental to address any issues arising from transporting wheelchair users. Accessibility plan of visit location feeds into the risk assessment that is uploaded on Evolve.	Students with physical disabilities safely access all educational visits.	Short to Medium	Students with various physical disabilities are confident to participate fully in educational visits.

Refresher training on supporting the needs of learners who are hearing (and visually) impaired	Inclusion update information to contain strategies to support HI (and VI) students, learning walks, additional CPD as needed	Students who are HI (or VI) can access the curriculum with targeted support and where possible, independently.	Medium	Increase in access to the National Curriculum; students able to access work more independently
Wider use of assistive technology in the classroom	Update existing laptops and explore other options such as tablet computers.	Students can access more information and support through assistive technologies such as tablet computers	Medium	Increase in access. Relevant students use assistive technology as an alternative to written work. Students able to work more independently.
Access to text reader and support with writing.	Introduce and trial DocsPlus with targeted students. Evaluate capabilities and assess overall potential. Investigate any potential benefits as well as savings from exam use. Plan roll out. Investigate training opportunities for staff and students.	Students can access more information and support through DocsPlus.	Medium	Increase in access to the National Curriculum.
Early identification and diagnostic tools to identify SEND and using methods that take into account the expanding cohorts of SEND	Research diagnostic tools and services available including those on-line and purchase most suitable. Relevant staff complete any necessary training.	Assessments feed into the school's graduated response and students can access more appropriate support	Medium to long.	Increase in access to the National Curriculum.

Improving the sharing of information with disabled students at FCC				
Area for development	Action points	Outcomes	Time Frame (Long, medium or short-term)	Success criteria
Students and parents will be able to access information and use text to speech facilities at home.	Ensure that we are able to offer recorded material through the website and other online platforms for easy access at home.	Letters, brochures and links are fully accessible. Learning materials are easily accessible.	Short	All information is fully accessible to all students, parents and carers.
Invitation letters to consultations, celebrations and other face to face meetings.	Invites include section on special requirements e.g. disability access.	FCC is aware of disability requirements of parents / carers	Short	Open events and meetings are accessible to all students, parents and carers.
Access to learning materials outside of school, particularly for learners with part-time attendance	Development of an online curriculum materials through PIXL.	A basic core curriculum can be supported by additional learning materials which can be accessed in school or from home.	Short to Medium	Students who are unable to attend school can more easily access work missed, reducing the need for teachers to set additional work.
School's website	Website translate button added so parents / carers can access it in a different language. Statement included that ensures parents and carers are aware they can access this information in a variety of formats.	Website is accessible to parents of different languages.	Medium	Website information is fully accessible to all students, parents and carers

Accessibility of language – written and spoken. That complex language is not over-simplified for less able students.	Training for TAs on language structure and techniques to use to break down complex language so that the core ideas are still communicated.	Complex language is broken down and scaffolded as normal practice.	Medium to long	All learners experience the same complexity of language and are supported in their understanding of it.
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Improving physical access and the physical environment at FCC				
Area for development	Action points	Outcomes	Time Frame (Long, medium or short-term)	Success criteria
Distinct zones for supporting students with different needs	Current spaces to be re-evaluated and to create distinct zones for 1:1 mentoring, small group interventions and academic learning spaces.	Students with SEND have access to a safe, supervised drop in space during the day. Withdrawal groups have dedicated and appropriate teaching spaces.	Short to medium	Students with a wide variety of different SEND are able to learn, self-regulate or receive therapy in an appropriate environment.
Emergency evacuation procedures for Blake building.	Evacuation chairs are placed in suitably designated areas of the Blake building. Training on use of equipment.	Students with physical disabilities can safely access all areas of the Blake building and evacuation procedures cater for different types of disability.	Short to medium	Students with a wide range of physical disabilities access all floors and all curriculum bases.
Improve interventions linked to fine and gross motor needs, including recommendations from Occupational Therapy and Physiotherapy.	Create and resource programmes for fine motor skills development (to include handwriting and life skills) and gross motor skills	Sensory programme for fine and gross motor skills are in place.	Medium	Students with fine and gross motor needs are able to participate in supported movement breaks in line with their specific needs.

Ease of access	Access near to the medical room to be improved with a ramp. Consider improvements to main reception entry point e.g. automated door entry system to help with wheelchair access.	Disability access to the site is improved	Medium to Long	Students with a wide range of physical disabilities can easily access the medical room.
Quiet, safe room available for students with autistic spectrum disorders and SEMH needs within the inclusion department	Current spaces to be re-evaluated and a room where sensory needs can be managed will be created.	Students with ASD or SEMH needs have a safe room to go to when needed, where they are discretely supervised.	Long	Students with significant ASD and SEMH needs are safe within school and more likely to succeed in their learning
Improve outdoor breakout facilities.	Outdoor spaces and access to these to be considered. Secure sponsorship and/or local partnerships to improve existing spaces.	There is a SEND sensory garden and a smaller space for active play.	Long	Students with a wide variety of SEND are confident to use outdoor spaces during break and lunch times.
Toilet facilities	Visitor toilets adjacent to the main reception area are gender neutral.	All visitors feel welcomed.	Long	Visitors feel comfortable in the school environment.