

## Farmor's School – Accessibility Plan 2017 - 2021

To be read in conjunction with the school's Equality Information and Objectives Statement

Definition: Short term : Current year      Medium term : 1 to 2 years      Long term : Over 3 years

### 4.1 To provide all pupils with a broad and balanced curriculum

Priorities	Strategies	Timescale	Resources	Responsibility	Outcomes
Ensure all students can access the curriculum relevant to their specific needs	High quality interventions are in place to support students with specific needs	Short term	Time TAs	NRS VH	Improved R.A. / numeracy
	Interventions are planned and resourced	Short/Medium term	Time Funding	NRS	Interventions are timetabled
	Staff are competent in differentiating the curriculum	Short/Medium term	CPD Planning	All staff	Improved student progress
Increase the extent to which students with disabilities can participate in the school's curriculum, including sports and games	Department meetings to share best practice in order that curriculum planning, assessment resources and approaches to learning all promote disability equality and increase participation by disabled students.	Short term	Department time	HoDs	Disabled students feel fully able to participate in lessons
	Identify disabled students on target setting spreadsheets	Short term	Staff time	DT/HD	Disabled students identified for assessment
	Subject leaders to promote disability equality through teaching and learning including the use of ICT in their department	Short term	Assistive technology Funding	HoDs and Subject Leaders NRS	Identified in dept SoW. ICT used appropriately to support students. Promotion of disability equality extended
	Investigate creative ways of removing barriers to participation in sports, special events and extra-curricular activities	Short term	Staff time for planning and delivery	All staff/PE dept	Advice sought from outside agencies. Participation enhanced.

Review and update the schools PSCHE programme taking into account disability issues and promoting disability equality	Use HoY meetings to discuss PSCHE programme	Short term	Meeting time	KB/HoYs	HoYs informed
	PSCHE Co-Ordinator to review programme and ensure promotion of disability equality throughout all year groups	Short term	Staff planning time Meeting time	KB	PSCHE programme includes disability issues throughout Y7 – Y13
To provide support for students with disabilities in accessing information about Post-16 education	Careers information and guidance is provided as appropriate.	Short term	Staff time Funding	HoY/Careers Advisor	Transition plans are in place
	Careers interviews are arrange with appropriate professionals	Short term	Curriculum time for interviews	HoY/Careers Advisor	Students have access to appropriate guidance
	Interview with Y11 students and parents by a member of SLT	Short term	Meeting time	SLT	Interview with member of SLT ensures Post-16 pathway is in place

## 4.2 To ensure that no pupil or member of staff is treated less favourably

Priorities	Strategies	Timescale	Resources	Responsibility	Outcomes
To maximise the progress of students identified as having rights under the Equalities Act	Appropriate grouping and seating plans are used	Short term	Time/planning	All staff	Improved student progress
	Appropriate deployment of teaching assistants	Short term	TAs	NRS/HD	TAs allocated appropriately as Key workers
	Lesson observations	Short term	Time	SLT/HoDs	Improved progress
	Use of external agency support and expertise as appropriate e.g. Educational; Psychologist; Advisory Teaching Service; Outreach Service	Short term	Meeting time	NRS	Advice implemented
	Monitor the impact of policies, practices and procedures on disabled students	Short term	Time	Govs/NRS	Impact measures - data
To gather and monitor information about the opportunities and achievements of disabled students	Data on attendance, exclusions and achievements for disabled students extracted and analysed.	Short term	Data	HD/FJ	Data is analysed and use to inform future provision
	Policy on admissions is reviewed to ensure it meets the requirements of the Equality Act.	Short term	Time	Govs KB	Legal requirements are met
To reward and celebrate diversity	Encourage students with disabilities to take part in extra-curricular activities, student council, etc and introduce awards for students with disabilities	Short term	House system	All staff HoYs Heads of House	Students with disabilities represented in all aspects of school life

To ensure the appropriate delivery of information to students or adults with a disability	Make effective and appropriate use of ICT and technology for students with sensory impairment	Short/medium term	Laptops Screen Reader	NRS Tech support	Staff use appropriate ICT and technology to support students
	Review written information to ensure that it follows best practice in terms of font, format, simplified languages, layout etc. To include information published on the school's website.	Short term	Template	All staff/CG	Students, staff, parents and visitors are able to access information
	Improve communication to parents about access arrangements for school trips, extracurricular activities and school events	Short term	Natural Reader.com	All staff/CG	Parents are informed and able to access information provided

### 4.3 To provide a physical environment that provides access for all

Priorities	Strategies	Timescale	Resources	Responsibility	Outcomes
Ensure that room timetabling enable access to suitable accommodation for students and staff	Short term and long term disabilities are considered and temporary, long term adjustments are considered as appropriate	Short/Medium term	Room booking systems	RD/SD	Staff and students can access accommodation suitable for the short term/long terms needs
To maintain and improve the physical environment of the school, increasing the extent to which students with disabilities are able to take advantage of education and associated services, and to improve access to all areas for students, staff and visitors	Ensure level and clear access is maintained to school foyer and main entrances to school reception and 6 <sup>th</sup> form entrance	Short term	Site Dev Plan Time Funding	SD/Site Team	Disabled students, staff and visitors can access main reception areas
	Ensure designated parking bays are clearly marked and kept clear	Short term	Site team time	SD/Site Team	Accessible parking is available
	Maintain accessible wet rooms and toilet facilities throughout the school, meeting the needs of students, staff and visitors with accessibility needs	Short term	Site team time Funding	SD/Site Team	Accessible facilities are available
	Ensure that doorways and pathways are maintained, level and wide enough for wheelchair users.	Short term	Site team time	SD/Site Team	Access is improved for all
	On all building projects, Consideration is given to accessibility in order to improve access to more areas of the school as building works are planned by ensuring access points are clear, level and wide. Development projects include consideration for specific needs, e.g. rise and fall sinks and cookers in DT catering	Medium/Long term	EFA/Alternative external funding	SLT/FRBD	Access is improved for all
	Review emergency escape procedures for accessibility	Short term	Site dev Plan Time	SD/LB	Emergency access is appropriate
Review lighting and blinds/curtains in all rooms as part of a rolling programme, giving consideration to impact for students with visual impairments	Short/Medium term	Site Dev Plan Time Funding	SD/LB	Facilities meet the needs of all	

	Ensure that all new floor coverings are appropriate	Short/Medium term	Site Dev Plan Time Funding	SD/LB	Facilities meet the needs of all
	Review ICT provision, computers, screens and projectors, as part of a rolling programme, giving consideration to impact on students with disabilities.	Short/Medium term	IT Dev Plan Time Funding	AS	IT provision is fit for purpose
	Review signage throughout the school, giving consideration to students, staff and visitors with visual impairments and accessibility needs	Short/Medium term	Time Funding	SD/LB	Signage is fit for purpose
Develop suitable accommodation for student who need specific support outside of the classroom	Alternative provision accommodation (SEND or Pastoral support) is developed as a stand-alone alternative curriculum/inclusion unit	Long term	EFA/Alternative external funding	SLT/Governors	Accommodation meets the needs of students needing SEND and Alternative provision support

#### 4.4 To ensure that recruitment, employment and training provides equal opportunity for all

Priorities	Strategies	Timescale	Resources	Responsibility	Outcomes
Review recruitment procedures to ensure fair and equal opportunities in recruitment, ensuring they are consistent with The Equality's Act	Review advertising and shortlisting procedures to ensure processes enable every application to be treated every application is being treated equally	Short term	Time	SD/EB	Recruitment process supports equal opportunities for all
	Develop procedures to monitor, record and analyse application and appointment data in order to provide annual recruitment statistics	Short term	Time	SD/EB	Appointment process analysed for Equal Opps
To provide training for staff and governors on disability equality issues	All current staff and Governors to complete the online Educare 'Equality and Diversity' module.  All new staff to complete the module as part of their new staff induction.	Short/Medium term	Time	All staff and Governors	Staff and governors well informed about disability issues and The Equality Act 2010.
	Use of professional bodies to provide training for staff on specific disabilities, for example, autism, ADHD, visual impairment, dyspraxia, etc.	Short/Medium term	CPD time Funding	All staff as appropriate	Training needs met.