

Featherstone High School

Accessibility Policy and Plan



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Statutory Policy

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Introduction

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Reasonable Adjustments

We aim to ensure that nothing we do as a school places a disabled pupil at a disadvantage compared to other pupils. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.

- When it is reasonable to do so, we provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.
- Where an auxiliary aid is not provided under the SEN system (i.e. via a Statement/EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.
- There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. Where necessary we include adaptive keyboards, and special software.
- Our SEND policy/SEN Information report defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.
- Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g. hearing aids.
- We consider that effective and practicable adjustments for disabled pupils will involve little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three-year accessibility plan, we reserve the right to deem these as unreasonable.

- It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be *reasonable*. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled pupil could participate viably, but we would not cancel the trip because to do so would be detrimental to other pupils.

Accessibility Plan

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. The Featherstone High School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
3. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every five years.
4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity
 - Equality Policy
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management

- School Improvement Plan
 - Asset Management Plan
 - School Brochure and Mission Statement
 - Teaching and Learning File
6. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
 7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
 8. The School's complaints procedure covers the Accessibility Plan.
 9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
 10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
 11. The school will work in partnership with the local education in developing and implementing this plan and will adopt in principle the "Ealing Accessibility Strategy, Access to Learning".
 12. The Plan will be monitored by Ofsted as part of their inspection cycle.

Improving the Physical Access at Featherstone High School

Item	Activity	Timescale	Status & Cost
Accessible car parking	Bays to be signed in accordance with Part M standards B Block and main car park	Summer 2016	Completed-Summer 2016
Provision of a lift to access the upper floors	Lift in Main Block	Pending funding	Approx £100,000) – The ESFA did not provide capital funding as it was not considered a priority. Students with accessibility concerns to higher levels in main block are allocated rooms on ground floor only.
Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as money allows.	Rolling programme On going	On going. Visions Offices made partly compliant during 2022 refit
Emergency exit ramp out of Main School Library	A temporary movable ramp to be put in the library for wheelchair emergency exit	Summer 2016	Completed-Summer 2016
New student entrance gate on access control	Replace the current manual gate to allow the kitchen car park to be utilised as well as allowing for deliveries via an intercom system (if budget allows)	Summer 2023	Approx £20k – had other higher priorities in 2019 as well as 2020. This will need to be considered in future
Turnstiles to be installed at front of school	Installation of turnstiles x 2 (in and out) to improve safeguards. Visitor gate maintained for disabled access	Summer 2022	Project Completed Summer 2022
Controlled access to MUGA car park	Replace current manual gate to allow all day access – improved safeguarding procedure	Summer 2022	Project Completed Summer 2022

Improving the Curriculum Access at Featherstone High School

Target	Recommendation	Outcome	Timeframe	Achievement
Differentiation in Teaching	SLT/LT to monitor quality of differentiation and provision for SEND pupils through lesson observations and learning walks	The needs of SEND students will be met so that they have equal access to the curriculum	Ongoing	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	SLT/LT to undertake an audit of staff training requirements. Identify gaps in knowledge and seek external advice if necessary	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for pupils with SEND SEND pupils feel able to participate equally in out of school activities
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Lessons are planned to meet the needs of all pupils in the class.	Ongoing	Increase in access to the National Curriculum

Access to all classrooms and floor	SLT in charge of timetabling will make changes to a pupils timetable if they are unable to access a classroom due to having to climb stairs	Lesson will be re-timetabled to the ground floor for pupils with a disability if required (first and second floors) in the main building	Ongoing	Increase access to lessons. SEND pupils will be able to participate equally in lessons and not fallen behind their peers
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social environment

Improving the Delivery of Written Information at Featherstone High School

Target	Recommendation	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, website and other information for parents in alternative formats	Promote the availability in different formats for those that require it. School website available in different languages and be adjusted for visual impairments.	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Ealing on alternative formats and use of IT software to produce customised materials.	All school information available for all	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of pupils.

The policy written on the basis of the Equality Act 2010/schedule10; <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>