



The Fernwood School

High Achievement with Care & Discipline for All

Accessibility Plan

This policy will be monitored regularly and evaluated so that it remains responsive to current issues. This will be co-ordinated by the SENCO

Approved:	March 2020
Next review:	January 2023
Status:	Statutory



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The Fernwood School is a mainstream 11-16 secondary academy. Over the next 5 years the students on roll will be rising from approximately 1000 students to 1500, with 100 additional students each year from September 2020. At Fernwood, we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. Admissions of students with special educational needs and disabilities are considered in line with our admissions policy, which relates equally to all. We work with parents, carers and specialists to put in place appropriate provision for students with disabilities and special educational needs (SEND).

Definition of Disability: "A person has a disability if he /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" - Disability Discrimination Act 1995 (DDA)

Main Objectives

- I. To reduce and eliminate barriers to access to the curriculum
- II. To ensure full participation in the school community for students, prospective students and adult users with a disability

This plan has been produced in accordance with the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It uses the guidance set out in "Accessible Schools: planning to increase access to schools for disabled students", which was issued by DFES in July 2002. Compliance with the DDA is consistent with the school's aims, equal opportunities policy, and the operation of the school's SEN policy. The Equality Act 2010 has placed a greater duty on schools to produce robust accessibility plans which cover all kinds of disability, clearly stating it is the school's responsibility to make reasonable adjustments to make sure that disabled students are not discriminated against.

The school recognises its duty to:

- not discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
- not treat disabled students less favourably.
- take reasonable steps to avoid putting disabled students at a substantial disadvantage
- publish and regularly review an Accessibility Plan

Information from pupil data and school audit

The Fernwood School has sound information, data and procedures to identify and cater for disabled students. Students with statements are given their full entitlement to support and regular review of Provision Plan targets helps to keep actions fluid and responsive.

Support for students with disabilities may include:

- Teaching Assistant support in lesson
- Differentiated work
- Exam concessions
- Particular whole curricular or site adaptations
- Mentoring
- Multi agency and Health Service support

Fernwood School listens, responds and works with disabled students and their parents and will consult with them over future amendments to the current Accessibility Plan.



Visually impaired students

Visually impaired students, for example, are provided with the resources and support they need through the SENCO, liaising as appropriate with the student, parent, teaching staff, learning support assistants, exams officer and Local Authority. Support may include the provision of a laptop or other audio visual equipment, provided by the school, Local Authority or the Health Authority. Lesson materials are adapted by teachers/learning support assistants in advance of lessons:

- Students are provided with a storage place to keep their equipment.
- ICT support includes the re-sizing of all fonts to suit the student on their various workstations
- Specific support (including one-to-one in-class support) is provided to support students in geography (map-work), technology, science practicals and any other subject in which Health and Safety may be an issue.
- P.E equipment is purchased, adapted to the needs of the students and PE/Learning Support staff are trained to support its use with students.
- Reports are published in enlarged format when necessary.
- Examination concessions are applied for when appropriate. Concessions may include a reader or scanning reader pen, use of a word processor, scribe, rest breaks, additional time and enlarged print or coloured paper.

Adapting written information into other forms

Provision can be made for:

- Audio recording of information
- Simplifying language
- Enlarging print
- Printing onto different coloured back grounds
- Using pictures and symbols instead of text.

The views of parents, students and other professionals are sought where necessary to support the inclusive school approach to disability.

Similar personalised provision is made for those who are hearing impaired, physically Impaired or who have a learning disability. Provision is also made for those parents who have an impairment.



Management, coordination and implementation

The Governing Body ratifies any additional spending to cater for physical impairment such as lifts. The Accessibility Plan is to be reviewed annually by the Governing Body and the SLT/SENCO. The views of students, parents and the SENCO will be sought during the review of the Accessibility Plan.

Other school policies relating to disability, inclusion and health and safety are available on the school's shared area and form a central part of the school's over-arching aim to include all students in all activities regardless of disability. Where necessary Local Authority, social Services and health agencies are consulted when devising accessibility arrangements.

Availability of the Plan

The Accessibility Plan is available on request to the school.

If necessary the Accessibility Plan can on request be adapted into different formats to cater for different needs.

Please refer to the action plan below for current developments and improvements:

Development Area	Targets	Strategies	Outcome	Goals Achieved
Curriculum Delivery	Classrooms are organised for disabled students and students with SEN	<p>SENCO to work regularly with local authority specialists to ensure that classrooms are arranged to provide maximum access and benefit for disabled students.</p> <p>Audit of adjustable furniture and adapted equipment for students with visual, physical and hearing impairments.</p> <p>Audit of and provision for modified equipment and resources in every classroom</p>	<p>Reviews of classroom and school access arrangements for disabled students and students with SEN to ensure access is suitable to ensure progress.</p> <p>Undertaken by SENCO. Need to clarify the usage and capacity for rooms 46 and 47 (maximum 50 students) for exam access arrangements</p>	Students with all types of SEND able to access the learning environment effectively.
Curriculum delivery of materials in other formats	Provision Plan targets used by classroom teachers and support staff to provide personalised and differentiated resources to ensure full access to the curriculum.	SEND information available to all staff. Regular differentiation twilight sessions and INSET to share good practice in regards to differentiation techniques to include on Provision Plans which take into account SEND students' needs and	Monitoring via Line Management indicates that differentiation is in place targeted at disabled/SEN and other nominated students. Subject Reviews and student voice exercises demonstrate that	SEND students able to access the curriculum more effectively



		<p>access to the curriculum. Provision Plans easily accessible to all staff through SIMS.</p> <p>SEND fortnightly Spotlight on SEND students ensures up to date information is disseminated to staff</p>	<p>the school has made significant progress in matching student needs to curriculum areas. Consistent use of Provision Plans monitored through SEND "Deep Dive" (learning walks / work scrutiny / student voice 02.2020.</p>	
School design for disabled students	All areas except upper floors of main block accessible to disabled students	<p>Consideration taken in any further rebuild/improvement works to ensure accessibility for students with SEND. Evac chairs installed and training provided for use on stairs in emergencies</p> <p>Health and Safety Officer to include specific issues around accessibility as part of the annual Health and Safety Audit.</p>	Annual review of accessibility of the school undertaken by Assistant Head, SENCO, Health and Safety Officer and students	<p>Fernwood School has:</p> <ul style="list-style-type: none"> • Lifts which provides access to the vast majority of the school, except upper floors of main block. Access to Study Support and the Library Block through remote door opening mechanism. Ramps as necessary to provide access to all ground floor areas. • Use of radio aids following staff training for students with hearing impairments • Disabled toilets and shower facilities with hoist and changing table fitted • Guides for visually impaired students • Drop kerbs to allow access to all ground floor areas of the school
Provision of information in other formats	<p>Ensure that information is available on request in the following formats:</p> <ul style="list-style-type: none"> • Email • Enlarged print version 	The Fernwood School is aware of local services, including those provided through the Local Authority, for providing information in alternative formats	Review any future signage used in school to ensure that it enables access for visually impaired students	Disabled students and parents can access the relevant information required, through Provision Plan Review meetings,



	<ul style="list-style-type: none">• Other formats by arrangement			and contribute to Provision Plans through student / parent voice.
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