

Fulford School

Accessibility Plan 2017-2020

Adopted	September 2017
Review timetable	3 years
Reviewed and updated	September 2018
Next review date	September 2019

1. Statutory Requirements

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Public Sector Equality Duties

A single Public Sector Equality Duty was introduced in April 2011 which applies to public bodies including maintained schools and academies and extends to certain Protected Characteristics (including disability). This combined equality duty requires public bodies to:

- Eliminate discrimination and other conduct which are prohibited under the Act.
- Advance equality of opportunity between people who share a Protected Characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a Protected Characteristic and those who do not.

Due regard must be given by public bodies to the three element outlined above – giving relevant and proportionate consideration to the duty.

Fulford School has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place in May-June 2015 and training received on the Equality Act over the Spring term 2015.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

2. Engagement with different communities

To review the accessibility plan and identify equality issues and outcomes a number of different communities have been consulted with including:

- Students
- Parents and Carers
- Staff
- Others who use Fulford School facilities.

We will continue to consult with parents of future students to ensure we meet any particular needs their children may have.

Feedback from engagement with the four communities highlighted the following targets:

Engagement Feedback	Equality Issue	Equality Outcome
Anticipatory planning for school trips/extracurricular activities needs to be more developed and consistent	To avoid unintentional discrimination through lack of consideration of needs in extracurricular planning.	All students have fair and equal access to school trips that are planned with all students' needs in mind
SEN students are at risk of social isolation through high levels of Teaching Assistant Support	To avoid students having reduced opportunities to mix with their peers through the contact that they have with the adults around them	For SEN students to show through all measures an increased engagement with other peers – this will be shown through Student Voice, lesson observation and social time observations.
Note taking and revision notes are a key issue for a range of SEN students and add	Students with issues regarding conventional recording routines can be disadvantaged	For all students to have equal access to detailed course content and to feel secure in their use of this. This will be achieved through

considerably to the challenges and stresses faced by students and parents	in their reviewing of work covered, particularly in preparation for examinations	improved communication and the use of alternative technologies.
Improving access to the physical environment of the school.	Wheel chair users find accessing different areas of the school independently difficult due to physical constraints such as fire doors on corridors.	For all students to have equal access to all areas of the school.

3. Impact Assessment

Update from Fulford School Accessibility Plan 2016-18

Area of priority identified		Update September 2018 and Impact Assessment
Curriculum	<ul style="list-style-type: none"> • Work with the specialist teaching team to ensure curriculum is accessible to all students. • Encourage alternative means of recording using laptops with specific software • Ensure Home Learning projects are accessible for all students • Encourage students to participate in leadership opportunities • Develop the range of extra curricular activities • Ensure students have access to quality careers education, information, advice and guidance • Ensure students, staff, parents and governors and consulted to further develop the Accessibility Plan. 	<ul style="list-style-type: none"> • Close liaison takes place with relevant members of the Specialist Teaching Team including staff training wherever relevant at the start of the academic year. Targeted students make excellent progress as a result. • Specific training has been delivered on accessibility of extracurricular trips for all students. Updated trip approval forms are completed which address the accessibility of planned trips. • Increased student use of alternative technologies is apparent through investment in software and hardware to support targeted students – this has led to exceptional progress in a number of cases. • Careers education delivered through PD lessons and where required outside input has been received from Prospects and the Local Authority Learning and Work Advisors. • All areas of the school population are reflected in student positions of responsibility. Student leadership opportunities have been developed through peer mentor roles, roles within the House system and wellbeing advocates. • The extracurricular offer of the school is exceptional and has been widened to include nurture spaces and a Wellbeing room.
Physical Access	<ul style="list-style-type: none"> • Review the site annually • Review the allocation, availability and state of repair or disabled car parking bays on site 	<ul style="list-style-type: none"> • The site has been reviewed by key representatives of all stakeholders and is highly accessible with minor improvements identified • Improvement in the security of the site with the introduction of secure gates and updated

	<ul style="list-style-type: none"> • Provide annual training to staff in relation to Autistic Spectrum Conditions, Hearing Impairments and Visual Impairments. • Consider an enhanced fire alarm system for those with hearing impairments • Consider provision of an induction loop in the main reception 	<p>parking areas mean that disabled spaces are clearly marked.</p> <ul style="list-style-type: none"> • Training for key staff has been offered on an annual and ongoing basis • The fire alarm has not been altered but a 'sweeping' system has been introduced in all buildings. Students with identified additional needs have a Personal Emergency Plan in place.
Written Information	<ul style="list-style-type: none"> • Liaise with the specialist teaching service to ensure that written information is accessible to students and that enlarged books are available as required. 	<ul style="list-style-type: none"> • Liaison with the Specialist Teaching Team and the use of Load2Learn has increased the ability of the school to respond to this need and has given excellent progress for visually impaired students.

4. Accessibility Plan

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

2017 - 18 Accessibility Plan

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training						
All staff to have accessibility training	Yes	Better planning of extracurricular activities	Yes	Fair access for all for all extracurricular activities	Yes	Full inclusion of full school population in extracurricular activities
Specific Training to be offered for key staff teaching/supporting students with differing SEN need	Yes	Improved knowledge of strategies and techniques to address learning needs.	Yes	To make these annual and calendared events	Yes	All staff to be fully aware and offering the correct support to students to meet their needs
Teaching and learning						
Teachers to offer quality revision resources and ongoing notes for students with needs related to conventional recording routines	Yes	Issue of hard copy notes or revision guides to be in place for targeted students	Yes	Develop use of Load2Learn and other resources to widen access to written texts		
Increased use of alternative technologies to increase independence of students with needs related to	Yes	Review current use of laptops within school and students confidence in using these effectively	Yes	Develop student and staff use of specific software – Dolphin, Dragon and Cowriter –	Yes	Embed student and staff use of specific software – Dolphin, Dragon and Cowriter – within lessons and

conventional recording routines				within lessons and independent time		independent time
School estate – minor capital expense						
Improve minor access issues identified by consultation	Yes	Improve kerbing outside G block and Gym to ensure all can use logical routings	Yes	Improve accessibility of nature reserve by making one route in wheelchair accessible	Yes	Move towards powered doors on identified external access points
School estate – major capital expense						
Improve more major issues identified by consultation	Yes	Improve experience of H block lift for users considering noise, smell, safety and need for button pressing			Yes	Consider access to tower block outside of B11 and the potential to move this door from the stairwell area to the main corridor

2018- 2019 Accessibility Plan

	Issue	Activity	Date	Status
Short Term	Not all disabled toilets are fit for purpose and in working order.	Ensure all disabled toilets are clean, accessible and fully functioning. Ensure equipment is available for students with specific medical and physical needs	December 2018	
	Improve accessibility of SEN area of website	SEN Student voice group reviewed SEN area of school website and changes and updates made.	June 2018	Completed
	Risk of exacerbated back injury for students with postural difficulties	Purchase orthopaedic stools for use in practical subjects	April 2018	Completed – Audit of adapted / specialist equipment in school is required
	Increased number of students with SEMH needs requiring access arrangements for	Following JCQ regulations, use of additional rooms for students needing specific access	February 2018	

	exams	<p>arrangements.</p> <p>Liaison with Limetrees to collate evidence for SEMH access arrangement applications.</p> <p>Staff trained to support students as required.</p>		
	Accessibility to the canteen / Youth Centre can be difficult for some students.	<p>Canteen extended and a barrier put in to limit student numbers.</p> <p>Students in Y11 with difficulties accessing the Youth Centre can still use the canteen at break and lunch time.</p> <p>TA support available for students who find navigating the canteen independently difficult.</p>	October 2018	
	Students using a range of technologies to assist their learning but it is unclear how supportive and effective this is.	Review student use of alternative technology and how effective the additional support is.	May 2019	
Medium Term	Difficulties in navigating the site	<p>Ensure all automatic doors are fully functioning.</p> <p>Opening heavy fire doors on the corridor can be difficult for wheelchair users – investigate automated door catches which close doors in the event of a fire</p>	<p>Ongoing monitoring</p> <p>Trialled on certain fire doors in B block</p>	
	Staff knowledge and understanding of specific student's medical needs.	Review training in place and request updated / new training for specific medical / physical needs.		
Long term	WiFi coverage that allows students with additional writing needs to use laptops and mobile devices across school.			

This accessibility plan and the outcomes will be evaluated annually to monitor the plan’s effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

_____ **SEN Governor** **Date:**

_____ **Headteacher** **Date:**

_____ **SENCO** **Date:**

This policy will be reviewed annually