

Fulford School

Accessibility Plan



Last reviewed on: September 2023

Next review due by: September 2026

Responsible: Associate Head Teacher, Pastoral

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Fulford School, equality is a fundamental key principle for our interactions with all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the student is associated.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. The school will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents and staff.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Links with other policies

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.

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.

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality policy and objectives
- Special educational needs (SEN) policy and information report
- Supporting pupils with medical conditions policy

4. Monitoring arrangements

This document will be reviewed every **3** years, but will be monitored and updated more frequently if necessary.

It will be approved by the governing body.

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1: Increase access to the curriculum for pupils with a disability

PLANNING TIMEFRAME	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ongoing	Ensure all staff are aware of students with additional needs.	Passports and learning plans to be shared with all staff. Updates to be provided regularly.	SENDCO	Ongoing	All staff aware of individual student access needs. All staff aware of individual care for students with specific allergies and medical needs.
Ongoing	Ensure all staff and Governors have access to specific training on SEND disability/equality issues.	Audit of staff to identify training needs.	SENDCO/CPD Coordinator	As soon as possible	Raised confidence in staff/governors in strategies for differentiation and increased student participation from a disability equality perspective
Ongoing	Ensure access to computer technology is appropriate for students with disabilities.	ICT plan includes prioritised list for computer technology as required for students with disabilities	SENCO/ICT team/Business Manager	As required unless needs of students in school require immediate action	Access to appropriate computer technology will be improved for all disabled students
Medium term	Ongoing programme of staff training in disability awareness to reflect the diverse needs of the students within the school and anticipatory duties	Key SEND staff to be trained in a range of needs to support students Regular updates of risk assessments	SENDCO	Ongoing	Improved ability for all students to access to the curriculum

PLANNING TIMEFRAME	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ongoing	Reflect identified areas of need in lesson planning and delivery	Incorporate high quality teaching and adaptive teaching practices into all planning	SENCO/AHT T&L/All staff	Ongoing	Improved access to the curriculum for all students
Ongoing	Eliminate all discrimination and harassment of disabled students/stakeholders, students with SEND	Strict reporting and recording using Class Charts and CPOMs. Ensure assembly rota includes ethos driven topics, such as tolerance and British Values.	SEND/CO/Associate Head Pastoral/AHT Inclusion	Ongoing	Incidents of discrimination and harassment are zero.
Ongoing	Ensure all policies consider the implications of Disability access/SEND Code of Practice	Consider all policies in view of priorities	Headteacher/SLT/ Governors/ Business Manager	Ongoing	Access to all Aspects of school life for all students
Ongoing	Ensure all students have access to quality careers education, information, advice and guidance.	Career education delivered through PD lessons. Students when required have access to individual support from the careers lead and external agencies.	SEND/CO/Careers Lead	As required	All students are able to pursue the correct pathway for them when leaving Fulford
Ongoing	Ensure that all students are able to access the full extra-curricular offer	Full timetable created using appropriate rooms and destinations. SEND department included in the offer.	All staff/Send team	Ongoing	All students are able to take part in a range of extra-curricular activities to develop their skills in all aspects of school.

PLANNING TIMEFRAME	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Short Term	Staff understand the importance of reasonable adjustments and how to put these ideals into practice.	Staff to complete an online training session on equality, diversity and inclusion.	All staff	October 2023	Staff will use reasonable adjustments information into consideration in all their planning.
Medium term	Review curriculum to ensure accessible for all. Ensure PE is accessible for all.	Gather information on accessibility to the curriculum. Review accessibility of PE and disabled sports. Ensure no students are unable to access PE and reasonable adjustments are made.	Associate Headteacher Curriculum / Head of PE	September 2024	All students have access to all aspects of the curriculum and are able to excel.
Medium term	Heighten awareness of mainstream staff in relation to strategies and procedures employed and advised by external agencies	Provide training on SEND for all staff	SENCO/external agencies	As required	Increased confidence of staff in supporting students with complex needs within the mainstream
Medium term	Monitor how well students with SEND are achieving academically and socially	Identify which students with disabilities are SEMH and which are not. Ensure plans are all up to date. Use of monitoring and evaluation cycle to complete learning walks and student voice. Include key students in both attainment and inclusion meetings	SEND/SLT	Ongoing	Systems in place to ensure accurate monitoring Parents/carers involved in the process.

Aim 2: Improve the physical access of the school

PLANNING TIMEFRAME	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ongoing	Students with mobility difficulties to be able to independently use the lifts around the school site responsibly and be evacuated from the first floor.	Key staff in first floor classrooms to complete EVAC chair training	Associate Headteacher	Immediately as necessary – staff complete refresher course when required	Students can be evacuated safely from the first floor in an emergency.
Short term	All staff make classrooms accessible	Develop system to allow entry for wheel chair users, those with physical disability. Ensure all classrooms are organised in accordance with student need.	SENDCO/Site team	Immediately as necessary	Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety
Medium term	Improve signage and external access for the visually impaired	Review the site to ensure access for all students	Business manager/site team	Ongoing	Safety for the visually impaired is improved with the school environment, and access around the school is improved.
Ongoing	Ensure that all disabled students can be safely evacuated	Put in place (PEEP) Personal Evacuation Plans for identified students, where and when necessary and training in the use of evacuation aids	SENDCO/SLT/ Staff	As an when necessary	All disabled students and staff working with them are safe and confident in the event of a fire. All staff that require training are trained.

PLANNING TIMEFRAME	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ongoing	Ensure all fire escape doors and routes are suitable for all and free from obstruction at all times.	Review means of escape for disabled students during fire risk assessments and fire drills. Ensure staff are aware of the need to keep fire escapes clear at all times.	Site team / Business manager / all staff	Ongoing	All fire escapes are kept clear at all times and all students have safe exit at all times,.
Ongoing	Any redecorating or alterations within the school are sympathetic to the visually impaired and students who are neurodiverse.	Advice taken re lighting and colour schemes before any further decorating takes place.	Site team	As necessary	The school decorates in a way that is sympathetic to the visually impaired and students who are neurodiverse.
Long term	Provision/upgrades of disabled toilets	Disabled toilets of the school accessible for adults and students, keep under review and continue to audit disabled toilets as necessary	Site team	As necessary	Student and staff have access to a disabled toilet
Long term	Ensure the ICT infrastructure, and WiFi coverage, allows students to be able to use the required ICT devices to support their learning	Upgrade of WiFi network across the school to allow it to work in all lesson and areas. Development of new technology to ensure that all students are able to access the curriculum.	ICT Team / Business Manger	Ongoing	Students able to access the curriculum using different technologies at all areas of the site,

Aim 3: Improve the delivery of written information

PLANNING TIMEFRAME	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ongoing	Review information to parents/carers to ensure it is accessible	Provide information in letters in clear print. School office staff will support parents to access information and complete forms where necessary. Ensure website and all documents can be accessed by the visually impaired	SENDCO/ Office staff/ ICT team	Ongoing	All parents receive information in a format they can access.
Ongoing	Improve the delivery of information in writing in an appropriate manner. Visuals used as much as possible to support the understanding for students with SEND.	Provide suitable enlarged, clear print for students with visual impairment. Staff to use the SEND team to ensure appropriate materials are created.	SENDCO/SEND Team/Satff	As required	Excellent communication of all materials and documents for all students and staff

PLANNING TIMEFRAME	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Medium term	Annual review information to be made available to all stakeholders as necessary	Develop child friendly pupil passports and learning plans. Ensure staff are made aware of any updates and changes to support the student.	SENDCO	Ongoing	Staff are more aware of how to support students and their preferred method of communication
Medium term	Identified staff to be trained to use Makaton / BSL as required with students.	Makaton / BSL training for staff members	SENDCo	As demographic dictates	Students will be able to communicate with others in school.

