



# **Fulbrook Middle School**

## **Accessibility Policy**

<b>Issue No.</b>	<b>Author or Reviewer</b>	<b>Date Written or Reviewed</b>	<b>Date Approved by FES/PEAP</b>	<b>Date Approved by FGB</b>	<b>Next Review Date</b>
	J McQuillan	September 2019	26/09/2019	16/10/2019	September 2022

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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.

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.

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

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

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Fulbrook Middle School offers a differentiated curriculum for all pupils.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>• Teachers cater for a range of learning styles: visual, auditory and kinesthetic.</li> <li>• The curriculum is</li> </ul>	<ul style="list-style-type: none"> <li>• Audit whole-school training needs.</li> <li>• Seek whole-school training available by other specialists.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete whole-school audit.</li> <li>• Outcomes of audit to be analysed.</li> <li>• DJ/JMQ to liase with local authority and other professionals to determine what training is available.</li> </ul>	<p>All staff – JMQ to implement</p> <p>DJ/JMQ</p>	<p>Spring 2020</p> <p>Summer 2020</p>	<ul style="list-style-type: none"> <li>• Audit completed in full. Staff to contribute gaps in their knowledge.</li> <li>• Staff are more confident in their understanding of SEND and disabilities.</li> <li>• Staff are confident in their ability to support individuals.</li> <li>• Staff know how to seek advice and resources.</li> </ul>

	<p>reviewed to ensure it meets the needs of all pupils.</p> <ul style="list-style-type: none"> <li>• Equality Act and SEND and SEND Code of Practice (2015) training refreshers delivered yearly.</li> <li>• Whole-school Autism delivered two yearly by Chiltern Trust.</li> <li>• Qualified SENDCo.</li> <li>• All children and young people are encouraged to access all areas of the curriculum and reasonable adjustments are made on an individual basis, where required.</li> <li>• All school trips, including over sea visits, are made accessible for all pupils irrespective of their disability. Reasonable adjustments are made and risk assessments undertaken.</li> <li>• Adjustments are made on an individual basis, where adjustments are required to enable pupils and parents to access information.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and review impact of differentiated curriculum and resources.</li> <li>• Explore alternative technologies, via specialists, that are available for pupils with specific learning difficulties which will promote independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Observations</li> <li>• Staff work shops</li> <li>• Pupil feedback</li> <li>• Teacher feedback</li> <li>• External agency observations</li> <li>• To find an IT specialist that we can consult with.</li> <li>• Use free trials to test out equipment.</li> <li>• Follow advice from advisory teachers.</li> </ul>	<p>Senior and extended Leadership Team.</p> <p>Middle Leaders</p> <p>DJ/JMQ/ST</p>	<p>On-going (reviewed termly)</p>	<ul style="list-style-type: none"> <li>• Data shows improved outcomes for all pupils.</li> <li>• Observations reflect good practice</li> <li>• Staff are confident in their understanding of differentiation.</li> <li>• Data shows improved outcomes for all pupils.</li> <li>• Pupils are autonomous in their learning.</li> </ul>
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevator</li> <li>• Corridor width</li> <li>• Disabled parking bay</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height.</li> <li>• Furniture layouts allow for easy movement and access.</li> <li>• Equipment is adjusted and located appropriately for all.</li> <li>• Staff are familiar with technology and practices developed to assist people with disabilities.</li> <li>• Emergency and evacuation procedures are implemented on an individual basis.</li> <li>• Training is provided for the evacuation chairs that are situated on all upper floors.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional disabled parking bays are clearly marked and accessible near the main entrance.</li> <li>• Internal steps and stairs have a contrast colour edging.</li> <li>• A continuous handrail is situated on both sides of staircases.</li> <li>• Wheel chair users are able to get through the main door unaided.</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Safety Officer and site agent to identify appropriate additional parking bays and signpost accordingly.</li> <li>• Stairs and step edges are painted in a contrasting colour.</li> <li>• LD to source quotations for work required.</li> <li>• Handrail to be attached and located on left hand side of each stair case.</li> <li>• LD to source quotations for automated doors, with a sensor at wheel-chair height.</li> </ul> <p>Physical work to be carried out and implemented.</p>	<p>LD/DM</p> <p>DM</p> <p>LD/DM</p> <p>LD/DM</p>	<p>Spring 2020</p> <p>Spring 2020.</p> <p>Spring 2021</p> <p>Spring 2022</p>	<ul style="list-style-type: none"> <li>• Additional spaces provided.</li> <li>• All staff, pupils and visitors able to access all areas of the school safely.</li> <li>• All staff, pupils and visitors are able to gain entry to the site independently.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Wheel chair users are able to access disabled toilet doors unaided.</li> </ul>	<ul style="list-style-type: none"> <li>• LD to source quotations for automated doors, with a sensor at wheel-chair height.</li> <li>• Physical work to be carried out and implemented.</li> </ul>	LD/DM	Spring 2022	<ul style="list-style-type: none"> <li>• All staff, pupils and visitors are able to gain entry to toilet facilities independently.</li> </ul>
		<ul style="list-style-type: none"> <li>• Changing facilities are accessible.</li> </ul>	<ul style="list-style-type: none"> <li>• LD to source quotations for automated doors, with a sensor at wheel-chair height.</li> <li>• Physical work to be carried out and implemented.</li> </ul>	LD/DM	Autumn 2022	<ul style="list-style-type: none"> <li>• All staff, pupils and visitors are able to gain entry to changing facilities independently.</li> </ul>
		<ul style="list-style-type: none"> <li>• Emergency exits are accessible.</li> </ul>	<ul style="list-style-type: none"> <li>• Button to exit front door, in reception, is moved to a wheelchair user's height.</li> </ul>	DM	Spring 2020	<ul style="list-style-type: none"> <li>• All, pupils and visitors can exit via front reception independently.</li> <li>• Seating available for multiple users, regardless of their disability.</li> <li>• Secure reception area provided</li> </ul>

		<ul style="list-style-type: none"> <li>• Reception area is re-designed to ensure easy access and confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>• Secure area is created.</li> </ul>	LD/DM	Autumn 2022	<p>which is wheel-chair height.</p>
		<ul style="list-style-type: none"> <li>• A sensory room is available for children that seek required stimulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved spacious seating area is provided for all to access, including wheel-chair users.</li> </ul>	SLT/DJ/JMQ	Autumn 2021	<ul style="list-style-type: none"> <li>• A sensory room implemented and fully functioning.</li> </ul>
		<ul style="list-style-type: none"> <li>• Hearing induction loops are available (fixed or portable).</li> </ul>	<ul style="list-style-type: none"> <li>• A private area is provided for staff and pupils to access.</li> <li>• Resources are sought to furnish it.</li> <li>• JMQ/DJ to visit other sites which contain a sensory room.</li> <li>• Seek professional input from Chilterns Academy.</li> </ul>	DJ/JMQ	Spring 2020/2021	<ul style="list-style-type: none"> <li>• Hearing induction loops are available for use.</li> <li>• 'Soundfield' induction loops are available for use.</li> </ul>

		<ul style="list-style-type: none"> <li>• 'Soundfield' reinforcement system is available for whole-school assemblies.</li> <li>• Alarms are adjusted and/or replaced with flashing lights in M2/Lodges to minimize sensory distress and for the hearing impaired.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek advice from teacher of the deaf (Kevin Ward).</li> <li>• Purchase appropriate equipment.</li> <li>• LD to assess alarms and seek advice</li> <li>• JMQ to purchase ear defenders.</li> <li>• LD to seek appropriate contractor to alter bell and fit flashing light.</li> </ul>	DJ/JMQ  LD/DJ/JMQ	Spring 2020/2021  Summer 2020	<ul style="list-style-type: none"> <li>• Sensory sensitive pupils are no longer distressed by bells in M2 and the lodges.</li> <li>• Flashing light is working.</li> </ul>
<b>Improve the delivery of information to pupils with a disability</b>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources, where required</li> </ul>	<ul style="list-style-type: none"> <li>• Decoration and displays are minimal to minimize and reduce sensory overload.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to be provided with sensory overload training.</li> <li>• DJ/JMQ to carry out learning walks.</li> </ul>	PB/DM	Summer 2021 & ongoing.	<ul style="list-style-type: none"> <li>• Staff are confident in their understanding of sensory sensitives.</li> <li>• Displays are kept to a minimum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pictorial or symbolic representations</li> <li>• Information provided and available to all is user friendly.</li> <li>• We have access to facilities such as ICT to produce written information in different formats.</li> </ul>	<ul style="list-style-type: none"> <li>• A member of staff is trained in British Sign Language.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to go on learning walk and highlight sensory areas of the school.</li> <li>• Identify training providers.</li> <li>• Allocate a member of staff to training.</li> </ul>	DJ/JMQ	Autumn 2022	<ul style="list-style-type: none"> <li>• Nominated member of staff has completed training.</li> <li>• Whole-school awareness increased.</li> </ul>
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## **4. Monitoring arrangements**

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

It will be approved by the headteacher Mrs Samantha Clancy and the governing board.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				