

ACCESSIBILITY PLAN

Date: October 2017

Document Control

Organisation	Falinge Park High School
Title	Accessibility Plan
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Filename	
Owner	
Subject	
Review date	October 2020

Revision History

Revision Date	Revisor	Previous Version	Description of Revision
October 2017	J.Turrell	October 2014	In consultation with Senior Leadership Team
October 2014	J.Turrell		In consultation with Senior Leadership Team

Document Approvals

This document requires the following approvals:

Approval Sought From	Name	Date
Governors	Pupil and Curriculum Committee	

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INTRODUCTION

This plan is drawn up in accordance with the planning duty in the Equality Act 2010: Schedule 10, Paragraph 3. It draws on the guidance set out in "The Equality Act 2010 and schools", issued by the DfE in May 2014.

Paragraph 4.29 explains that schools must implement accessibility plans that aim to:

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

We recognise the need to provide adequate resources for implementing this plan and will regularly review it.

This document will outline our current status and future plans. The key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

A DEFINITION OF DISABILITY

Children and young people have a disability under the Equality Act 2010 if they have:

"... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."

Equality Act 2010

Further information is provided in the "Special educational needs and disability code of practice: 0 to 25 years" June 2014: "Long-term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have Special Educational Needs, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition."

ROLES

Accessibility at Falinge Park High School is a shared responsibility. The Governing Body has a strategic role in agreeing the school's plans and priorities. The Headteacher is responsible for implementing the school's

Accessibility plan and ensuring that regular reviews take place. This responsibility can be delegated by the Headteacher to an appropriate senior employee with the school. The upkeep and maintenance of physical access facilities is the responsibility of the site management.

WHAT WE DO NOW

Physical Access: We moved into our new school building in January 2014. The whole of the school building is wheelchair accessible, including the Dance Studio and the ICT Learning Centre. All the areas of school which were refurbished at the time of the new build, the Gym, Sports Hall and Changing Rooms are wheel chair accessible, but not by the common pedestrian routes, but by a more circuitous route. The two areas not accessible by wheel chair are the prayer room and the fitness suite. A further block of six classrooms built in 2015 is being extended and work will be completed by April 2018. A lift will be included making this building fully accessible.

There is a hearing induction loop in the reception and hall / performance area. All rooms are decorated to address requirements in their Light Reflectance Values (LRV) to contrast in colour and luminance between walls and ceilings and between walls and floors as well as doors and walls. All fixtures, fittings and controls are identified by texture and colour and luminance contrast.

Access to the curriculum: Disabled pupils and pupils with SEN are completely integrated within our school. They take part in mainstream lessons with the support of teachers and where allocated Teaching Assistants. Option choices at the end of KS3 are open to all but advice and guidance is provided to all pupils based on their strengths and skills and to secure the best possible outcomes for them.

Access to available information: differentiated materials can be provided for pupils with sensory impairments or dyslexia. The school is supported by Teams from Rochdale Additional Needs Service who provide advice and guidance and where appropriate monitoring visits for children and young people with disabilities.

WHAT WE NEED TO DO

Physical access: the school will continue to take account of the needs of pupils and visitors with disabilities when planning and undertaking future improvements and refurbishments of the site and premises. Considerations will be given in areas such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Access to the curriculum: the school will review its provision to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. The school endorses the key principles in Section 4: Inclusion of “The national curriculum in England: Key stages 3 and 4 framework document” July 2014.

Access to available information: the school will constantly review its provision and the accessibility of information to disabled pupils. It will support the development of the role of ASC School Champion and a Teaching Assistant Level 3 with responsibility for pupils with sensory impairments and ASD to improve staff professional development, liaison with external agencies and direct support for pupils with disabilities.

ACTION PLAN

Objective	Action	Lead Person	By When	Outcome
Ensure safe evacuation of the building for pupils with disabilities.	Review all Personal Evacuation Plans (PEEPS) for pupils with short- or long-term disabilities.	M. Howarth & J.Turrell	December 2017	Procedures reviewed and in place.
Develop more inclusive Key Stage 3 curriculum.	Monitor the development of our “excellence curriculum” at KS3 with regard to its appropriateness for pupils with disabilities in terms of high aspirations, accessibility and promoting successful outcomes.	A. Fell & J. Keighley	July 2018	KS3 Curriculum and Schemes of Learning reviewed, revised and adapted where necessary.
Ensure physical access and access to the curriculum for pupils with physical disabilities.	Staff trained to meet the needs of pupils with physical disabilities; resources provided and reasonable adjustments made.	J.Turrell	December 2017	Full integration and inclusion of pupils.

LINKS WITH OTHER POLICIES

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

- Single Equality and Community Cohesion Policy
- Special Educational Needs and Disabilities (SEND) Information Report
- Supporting Pupils with Medical Conditions Policy.