



FRAMWELLGATE SCHOOL DURHAM

Title and Description	Accessibility Plan 2017 - 2020
Date of last review	October 2017
Approved by	Local Governing Board
To be reviewed by	Personal Development, Behaviour & Welfare Working Group
Responsibility	Deputy Headteacher with SENCO.
Review period	Three yearly
Date of next review	October 2020

Accessibility Plan 2017 - 2020

1.0 Introduction

- 1.1 Framwellgate School Durham has high aspirations for its students including those with disabilities. The school will aim to provide an environment for them to participate and achieve in every aspect of the school life. The school also intends to increase accessibility for staff and members of the public with disabilities. This Accessibility Plan links with our Single Equality Scheme and our Policy on Equality, Diversity and Community Cohesion.
- 1.2 As part of our duty we will examine the data we hold on our current students to identify students with disabilities who attend the school. We will also take into consideration any information that is made available about future students. For example, from either Primary schools or from the parents/carers of a prospective student with a disability that is likely to attend the school. Gathering such information is done as part of our routine transfer and induction processes.
- 1.3 In order to ensure that we take into consideration a wide range of views regarding accessibility issues in the school we will have due regard for the views of the staff, the students, parents/carers and other stakeholders. Parents/carers can express views through the school website and through our Parent Forums. Student engagement will be promoted.

2.0 Aims

- 2.1 The school's Plan aims to clarify the school's commitment to improving accessibility. The plan also aims to promote a consistent approach to dealing with issues associated with improving accessibility.

3.0 Principles

This Plan is underpinned by the principles noted below:-

The Plan will have due regard for the statutory framework that underpins equality of opportunity for students with disabilities in accessing school education and relevant SEND legislation.

The Plan will have due regard for the two core duties - not to treat students with disabilities any less favourably and the duty to make reasonable adjustments and provisions.

The school will have due regard for confidentiality and the security of any records made.

4.0 Implementation

4.1 The Plan may involve issues such as increasing access to the curriculum, improving the physical environment, and/or providing information in different formats. Following the school's audit we will address any issues of non-compliance and we will seek to address any areas of shortfall. We will also use the additional information section within the database (collected on admission) in order to cover any issues that are in need of attention.

4.2 The Headteacher and the Senior Leadership Team, together with the Trustees will review the financial implications of the Accessibility Plan as part of the normal budget review process.

4.3 The Academy Business Manager has responsibility for the co-ordination of the physical and information access aspects of this plan. The SENCo (Director of Achievement Centre) has the responsibility for the co-ordination of any aspects of the Accessibility Plan that relates to students with SEND. The Academy Business Manager will liaise with the SENCo to recommend any physical improvements needed to the school building and grounds. The SENCo will consider any training costs needed and will liaise with the member of SLT responsible for CPD.

5.0 Monitoring and Evaluation

5.1 This Plan will be reviewed in line with the annual cycle of school improvement planning. Established quality assurance and self-evaluation processes will be used to monitor the impact of the actions planned.

Accessibility Action Plan.

1. To improve the extent to which disabled students can participate in the school curriculum and our extra-curriculum offer.

At Framwellgate School Durham a key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

Targets/Actions	Strategies	Timescale	Success Criteria
<p>Continue to refine the schools monitoring and assessment system to gain a more precise picture of the ongoing attainment and progress of SEND students' learning working below the expected level. (Linked to whole school Development Plan)</p>	<ul style="list-style-type: none"> • SLT/SENCo/Assessment Manager to evaluate the data provided and identify concerns and ensure Directors are fully aware of the progress of SEND learners and target interventions to support them. • Newly appointed Director of Safeguarding (January 2018) to be involved in transfers and on-going support for any students with significant safeguarding issues. 	<p>From Sept 2017.</p> <p>Appointment of Director of Safeguarding in January 2018.</p>	<ul style="list-style-type: none"> • Improved outcomes/progress for SEND learners. • More frequent 'data captures.'
<p>As school profile is changing with significantly increased numbers of learners with more complex needs, ensure staff are trained effectively with relevant updates/resources.</p>	<ul style="list-style-type: none"> • Opportunities of new timings of school day to facilitate refreshed whole staff training sessions focusing on developing knowledge in key SEND areas such as ASD, Dyslexia, ADHD • Differentiate the curriculum appropriately in light of this knowledge. (Collaborative planning sessions linked to new timings of school day.) 	<p>From Sept 2016</p>	<ul style="list-style-type: none"> • Monitoring of teaching reflects inclusive practice • Appropriate differentiated curriculum in place for all students. • Profile of SEND learners is increased and staff competent at dealing with individual needs.

	<ul style="list-style-type: none"> Engage with external experts as necessary (e.g. visual and hearing-impairment and ICT solutions/software) PSHCE and other opportunities such as STEP time are used to promote student (and staff) understanding of disability issues and tolerance/respect. Any disability related prejudice-driven incidents are logged centrally and responded to by nominated member of SLT. 		
Ensure curriculum is accessible to all students including those with a physical disability.	<ul style="list-style-type: none"> Additional training for SEND Support Team e.g. intimate care, evacuation procedures. Liaise with Local Authority personnel and other agencies regarding additional support. e.g. school nurse and EpiPen training in December 2017. 	Ongoing	<ul style="list-style-type: none"> Staff confident in teaching students with disabilities including any who are wheelchair bound. Full access to appropriate curriculum.
Access arrangements to meet individual needs for exams to be monitored fully throughout the year to ensure appropriate support is in place for all learners with needs/disabilities.	<ul style="list-style-type: none"> Assessment systems set up to identify all issues that may become a need for special consideration in exams. Ensure staff are using all recommendations throughout the year so they are regarded as normal practice. Ensure learners are supported to know how to effectively use their entitlements e.g. 25% extra time. 	Ongoing	<ul style="list-style-type: none"> All learners gain the Access arrangements they are entitled to e.g. extra time effectively. Resources in place e.g. tables accessible for wheelchair access for use in exams, if needed.
To ensure appropriate mental health support for SEND and other learners.	<ul style="list-style-type: none"> Regular meetings - SLT/SENCo to review present cases and plan interventions. Support for emotional wellbeing in place. (e.g. YAM project, Humanutopia Conferences and TAS meetings.) 	Ongoing	<ul style="list-style-type: none"> Ongoing cases reviewed regularly. Timely intervention in place. Successful appointment of new Director of Safeguarding for Jan 2018.
Classrooms are optimally organised and appropriate additional equipment is provided to promote the	<ul style="list-style-type: none"> Classrooms and other teaching spaces include furniture and specialist equipment to support the learning process in 	Ongoing	<ul style="list-style-type: none"> All classrooms and teaching spaces are appropriate to the needs of students with SEND and of any disabled

<p>participation and independence of all students and adults.</p>	<p>individual classes according to the individual needs identified.</p> <ul style="list-style-type: none"> • Student voice is considered in identifying need. • SENCo liaises with parents, carers and outside agencies to enable a multi-disciplinary approach to meeting the needs of the students. 		<p>staff (within the constraints of the buildings/campus.)</p>
<p>All educational visits to be accessible to all.</p>	<ul style="list-style-type: none"> • Information and guidance is available to staff on ensuring trips are accessible to all. • Ensure each new venue is assessed and risk assessment undertaken with previewing visit if appropriate. 	<p>As required</p>	<ul style="list-style-type: none"> • All students in the school able to access all educational visits and take part in a range of activities. (See Evolve database)

2. To improve access (physical environment).

(The school aims to improve the environment of the school to increase the extent to which disabled students can take advantage of education and associated opportunities.)

Targets/Actions	Strategies	Timescale	Success Criteria
Annual audit of classrooms to check they are accessible and DDA compliant.	<ul style="list-style-type: none"> Academy Business Manager to organise systematic checking of classrooms for physical barriers e.g. furniture layout etc. Staff to be made fully aware of their responsibilities including feeding back concerns about access and any safety concerns. 	Ongoing	<ul style="list-style-type: none"> Physical access for learners, addressed in ongoing and timely manner. Issues of concern addressed promptly.
To ensure future new build projects are physically accessible to all.	<ul style="list-style-type: none"> Academy Business Manager (and Headteacher if appropriate) will ensure compliance with building regulations accessibility to include audit of accessibility for non-wheelchair users with a disability (HI/VI, sensory needs, ASD and mental health needs.) 	As required	<ul style="list-style-type: none"> Reviews as new projects are planned e.g. new Sports Hall opened in September 2017.
Accessible car park	<ul style="list-style-type: none"> Reserved bays are to be maintained and available to eligible users at Reception areas and the Sjovoll Centre. Speed ramps and 5 mph speed limit in place on campus. Minimal car access to site by parents/carers. (Security gate) Additional disabled parking can be made available (e.g. adjacent to sports hall if required.) 	Ongoing	<ul style="list-style-type: none"> Sufficient disabled parking
Accessible toilets	<ul style="list-style-type: none"> To provide access to a unisex toilet for disabled students and staff across the site. 	In student reception and in new Sport Hall from Sept 2017.	<ul style="list-style-type: none"> Disabled staff, student and visitors have access to toilet and washroom facilities.

Ensure access to reception area to all.	<ul style="list-style-type: none"> • Maintain clear and unobstructed access to Reception for all. • Provide an alternative low arousal area in the Achievement Centre, for those with sensory needs on the autism spectrum. • Secure building entry system ensures suitable entry for wheelchair users. 	<p>Wheelchairs access is through student reception doors and have access to reception including lowered reception desk section.</p> <p>From September 2012</p>	<ul style="list-style-type: none"> • Disabled parents, carers and visitors feel welcome.
Improve signage and external access for visually impaired staff, students and visitors.	<ul style="list-style-type: none"> • New signage where any evidence of worn or difficult to read signage occurs. 	Complete – August 2017.	<ul style="list-style-type: none"> • Visually impaired people feel safe around the school.
Ensure all disabled students can be supported safely during evacuation process.	<ul style="list-style-type: none"> • Put in place Personal Emergency Evacuation Plans (PEEP) for any staff and students with significant difficulties. 	Ongoing.	<ul style="list-style-type: none"> • Any disabled staff and students are safe in the event of a fire or new 'lockdown' procedure.
Ensure adequate lighting levels for all students who have visual impairment or are affected by sensory overload.	<ul style="list-style-type: none"> • The school and individual spaces are adequately lit at night and during the day, if required. 	Complete - 2010	<ul style="list-style-type: none"> • Visually impaired people feel safe around the school.
Ensure accessibility of access to specialised equipment.	<ul style="list-style-type: none"> • Appropriate equipment, aids and adaptations purchased as needed 	Ongoing and as required	<ul style="list-style-type: none"> • Hardware and software to meet the individual needs of students appropriate
Ensure students are using their hearing equipment in classrooms to ensure full accessibility to learning.	<ul style="list-style-type: none"> • Seek support from LA Hearing Impairment team regarding the appropriate equipment. 	As required	<ul style="list-style-type: none"> • All students will be using their equipment in class. • Staff have received appropriate training.
Continued improvement of environment for disabled learners in line with developing requirements.	<ul style="list-style-type: none"> • Review adaptations in place and maintain adaptations already in place. • Continue to take advice from LA/external agencies to ensure we are following guidance. 	Ongoing	<ul style="list-style-type: none"> • Necessary improvements in place. • Positive feedback from stakeholders. • H&S and safeguarding audit (e.g. January 2018)

Undertake any necessary adjustments to existing buildings to ensure access to whole curriculum.	<ul style="list-style-type: none"> • Ensure access to Food Technology on the ground floors of the building where appropriate. 	When funding available.	<ul style="list-style-type: none"> • Physical access improved to particular curriculum areas.
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3. To improve provision of information.

Targets/Actions	Strategies	Timescale	Success Criteria
Improve communication with disabled students and other stakeholders: ensuring all written material is available in alternative formats.	<ul style="list-style-type: none"> • Regular verbal, email and face to face communication with parents of disabled students. • Allocation of named members of support team to provide one clear contact point. • 'Open door' communication policy, including email contact. • Sign-posting parents to additional support. • Ensure all information is available in alternate formats on request and liaise with local authority disability information service to ensure we can do this swiftly/effectively. • Continue to ensure website is clear, simple and easy to use for all stakeholders. (New website launched in November 2017) • All publications and website note availability in alternative format on request. 	Ongoing	<ul style="list-style-type: none"> • Positive feedback from all stakeholders regarding information being available in a variety of formats appropriate to their needs. • Policy documents and website accessible to all. • Positive feedback from SEND QA visit (November 2017)

	<ul style="list-style-type: none">• Engage in Schools North East Mind Ed (Mental Health) student voice initiative to gain insights into this issue.	Scoping work from November 2017 concerning a proposed Research Project with Schools North East on student voice.	
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