



Finborough School Accessibility Plan 2021-24

At Finborough School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children, by recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Proprietors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Objectives

Finborough School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Finborough School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.



The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities or those with EAL needs. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Finborough School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and Proprietors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility remains the responsibility of the Executive body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through Executive meetings.

The Accessibility Plan may be monitored by ISI during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.





Area	Targets	Strategies	Success criteria	Time frame	Responsibility	Achieved
Equality and inclusion	To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate	Whole school community aware of issues	On going	SLT	
	To ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	On going	Executive SLT HoDs	
Physical environment	To ensure that, where possible, the school buildings and grounds are as accessible as possible for all members of the school community	Audit of accessibility of buildings and grounds, with actions suggested and implemented as budget allows	Modifications will be made to improve access	On going	Executive	
	To consider wheelchair access to main school building (KS1 and 2)	Chair lift on main stairs	Chair lift fitted	On-going in review of provision	Executive	
	More disabled toilets	Will be put in as part of future building development	Disabled toilets installed	On-going in planning applications	Executive	
Curriculum	To ensure all	SLT to	The majority of	On going lesson	SLT	

	teaching is appropriately differentiated	monitor quality of differentiation and provision for SEND pupils	lessons are observed to be excellent in meeting the needs of all pupils	observation schedule		
	To ensure classrooms are organised to promote the participation and independence of all pupils	Deputy Head (Prep) and Deputy Head (Senior), with support from Deputy Head (LEAD)/SENDCo, ensure that classrooms are appropriately resourced and organized to meet the needs of all pupils in the class.	The needs of all pupils are being met	On-going monitoring	Deputy Head (Prep) Deputy Head (Senior School) Deputy Head (LEAD)	
To provide staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SpLD, Dyspraxia	Deputy Head (LEAD) as SENDCo to deliver training. Identify gaps in knowledge and seek external advice if necessary	At least one professional learning session per term has SEND focus	Staff feel confident in meeting the needs of all pupils	On-going professional learning schedule	Deputy Head (LEAD) and other DHTs	
To ensure all children are able to access all out-of-school	Review individual needs and produce support plan for specific	Support plans in place	Children access all activities	On-going as needed	Deputy Head (LEAD) Class teachers	

activities e.g. trips, residential visits etc	children, with parental involvement					
To provide specialist equipment to promote participation in learning by all pupils	Assess needs/implement recommendations of diagnostic assessment.	Provide equipment as needed e.g. writing slopes	Children will develop independent learning skills	On-going as needed	Deputy Head (LEAD); OT, class teachers	
To meet the needs of individuals during school tests and public exams	As far as possible, reasonable adjustments will be made for SEND pupils during in school testing. For GCSE and A level courses, pupils are assessed from Year 9, in accordance with current JCQ regulations	Reasonable adjustments are put in place in class. For public exams, application is made to JCQ following assessment and access arrangements are implemented	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	On-going	Deputy Head (LEAD)/SENDCo Exams Officer All teachers	
Written/other information	To ensure that parents and other members of the school community can access information	The school will make itself aware of the services available for converting written information into alternative formats.	Written information will be provided in alternative formats as necessary	As needed	Office	
	Review	The school will	Website	As needed	Office	

	documentation on website to check accessibility for parents with English as an Additional Language	review formats publicized on school website—particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	improved as necessary			
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Reason for Review/Amendments	Last review August 2023
Details of changes	
Date of next review	Annual review August 2024

Name	Position	Responsible for	Signature	Date
S Clark	Headmaster	Document Control and Implementation (academic staff)		Aug 2023
J Sinclair	Principal	Governance/ oversight		Aug 2023
L Sinclair	HR Director	Recruitment/ Staff policies		Aug 2023
K Barker	SENCO	Policy and staff training/awareness		Aug 2023