

Felsted School Accessibility Plan

Aims and Ethos

Felsted School Aims and Ethos are available to view on our website <http://www.felsted.org/Policies>.

We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria, available to view on our website, which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school.

We regularly review and take steps to improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend, amongst both our staff and our pupils, and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

Monitoring

At Felsted School the Education Committee has oversight of the Accessibility Plan alongside the Support for Learning (Special Educational Needs) Policy.

The Committee's responsibilities include:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to review the School's Support for Learning (Special Educational Needs) Policy every two years
4. to review the School's Accessibility Plan annually

The following is monitored by the School's SLT on a termly basis:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

We audit our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff and pupils are obtained to ascertain staff's understanding of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents. These views have informed our School Accessibility Plan for September 2020 to August 2023.

The results of the School's continuous monitoring of the above informs the Accessibility Plan which relates to the following ISI Regulatory Standards on special educational needs and disability.

Aim - Improving access to the physical environment - Accompanying Building Data Access Sheets (BDAS) provide further detail

Term	Target / Objective	Method - including action and resource required	Timescale - including target date where relevant	Responsibility	Evidence of Implementation / expected outcomes	Progress as of March 2021	Progress as of March 2022	Progress as of March 2023
Short	Confirm any specific immediate student requirements	Meet with relevant staff (Deputy Heads/Bursar/Admissions/Compliance Manager)	As appropriate for the start of a term	SLT / Prep LT / Bursar / Estates Manager	Necessary adaptations to allow for safe access and egress.			
	Review additional accessible car parking spaces to give wheelchair access	Identify suitable locations and mark accordingly via site wide review including cost estimates as necessary	December 2020	Bursar / Estates Manager	BDAS - Production of separate specific car parking spaces			
	Review existing wheelchair access arrangements for footpaths, building/room entrances and WC arrangements	Site wide review including cost estimates as necessary- EM	December 2020	Estates Manager	Improved knowledge and implementation plan in place for improved wheelchair access on the site.			
	Review existing building hearing arrangements to provide hearing loop access	Site wide review including cost estimates as necessary	December 2020	Estates Manager	BDAS - Details of Hearing Loop requirements			
	Review existing lighting arrangements	Site wide review including cost estimates as necessary	December 2020	Estates Manager	BDAS - Lighting arrangements			
	Review of furniture arrangements to ensure free movement throughout buildings	Site wide review	December 2021	Estates Manager	BDAS - Detailing furniture changes required			
Medium	All new buildings and major works to take into account improvement of access to the physical environment	Improve access through development of the School Site Master Plan Provision of access considered for every new building project and major works	Ongoing	Bursar / Estates Manager	All new buildings are fully compliant with the provisions of the Equality Act Major works for new and refurbished buildings take full account of accessibility requirements, subject to any planning or physical restraints if making adjustments			
	Installation of hearing loops as necessary	Justification from BDAS	Within 3 years	Bursar / Estates Manager	Loops installed within Public Access buildings as necessary			
	Installation of additional automatic door hold open systems	Justification from BDAS	Within 4 years for those identified within the implementation plan.	Bursar / Estates Manager	Automatic systems installed within buildings to facilitate disabled access and egress			
Long	Installation of additional WC & Shower arrangements to give wheelchair access	Justification from BDAS	Within 5 - 7 years - or sooner if required	Governors/ Bursar / Estates Manager	Quotations to be obtained and presented to Bursar			
	Installation of additional entrance modifications to give wheelchair access	Justification from BDAS	Within 5 - 7 years - or sooner if required	Governors/ Bursar / Estates Manager	Quotations to be obtained and presented to Bursar			

Aim - Improving access to the curriculum

Term	Target / Objective	Method - including action and resource required	Timescale - including target date where relevant	Responsibility	Evidence of implementation / expected outcomes	Progress as of March 2021	Progress as of March 2022	Progress as of March 2023
Short	To ensure equal access for all students to extra curricular activities including trips and sporting activities	SEND information from SEND registers and IEPs to be included in lesson / activity /trip planning SEND Registers to be accessible on Felsted Startup Page	Implementation during the academic Year 2020 / 21	Deputy Heads, EVC and SENCO's	Higher levels of student engagement evidenced by qualitative data from 5 diploma entries from each year			
	To ensure equal access for all students by researching and employing new technology	Whole school approach to pooling knowledge and research technological developments	Ongoing in line with industry developments of technology available	SENCO's and Director of Digital Strategy	5 examples of students using voice typing/text to speech to allow improved attainment in English			
	To ensure all colleagues improve knowledge of SEND	Annual INSET in September	September annually	SLT / Prep LT and SENCO's	All staff have improved working knowledge of 1 specific learning difficulty and there is qualitative data from 3 lesson observations for each year group to evidence improved practice and student attainment.			
	To ensure that appropriate examination access arrangements/reasonable adjustments are in place for SEND pupils	Whole-school SEND and Referrals registers maintained to identify and assess for SEND and appropriate access arrangements.	Exam access arrangements in place by annual JCQ deadline, being around February half-term.	SENCO's	Exam dispensation/reasonable adjustments, based on need, in place for all pupils that require adjustments, for example extra time, use of electronic equipment and / or other physical adjustments to the examination environment			
Medium	IEPs in place for all students on the SEND register	Whole school plan to implement	All Year 9 IEPs to be in place prior to start of the Autumn Term each year. All students on SEND register to have an IEP by end Autumn term 2021	SENCO's and SLT / Prep LT	Improvements in consistent use of reasonable adjustments results in improved/ equal progress for disabled and non disabled students as evidenced by added value data			
	IEPs reviewed each year for all students on the SEND register	Whole school plan to implement	Annual reviews to take place for all students with an IEP from academic year 2021	SENCO's and SLT / Prep LT	Improvements in consistent use of reasonable adjustment results in improved progress as evidenced by added value data <i>Teachers, parents and pupils are aware of their own IEP targets and reasonable adjustments leading to improved/ equal progress as evidenced by added value data</i>			
	Develop curriculum audits to ensure curriculum does not inadvertently discriminate against pupils with a disability or SEND	Whole school plan to implement	End of Autumn Term 2021	SENCO's and Deputy head (Academic / Director of Learning	Evidenced by whole school survey showing qualitative data			
Long	Students have access to speech-to text/text- to- speech technology for use in exams	Ongoing whole school research	Ongoing in line with industry developments of technology available	SENCO's and Director of Digital Strategy	20% of eligible students use technology for access arrangements (reader/scribe)			

Aim - Improving access to information								
	Target / Objective	Method - including action and resource required	Timescale - including target date where relevant	Responsibility	Evidence of implementation / expected outcomes	Progress as of March 2021	Progress as of March 2022	Progress as of March 2023
Short	Improve the delivery to disabled pupils of written information which is readily available to non-disabled pupils	Employ range of multi-sensory channels including audio and video	Ongoing (Carry out trials and assess impact of audio resources on Year 9 by end of 20/21 academic year.)	Prep LT / SLT, SENCO's and HODs	Improved engagement as evidenced by qualitative data from student reports			
	Provision of information for pupils and their families at the point of enquiry	Learning support FAQs to be published on the website	Autumn term 2020	SENCOs	FAQs published on the website and kept up to date			
Medium	Annual INSET for whole school training to focus on improving delivery of information	Showcase good practice in employing strategies that address SEND issues	Annual event	SLT	Improved engagement as evidenced by qualitative data from student reports			
	Review of accessibility arrangements for prospective pupils and their families	Admissions and Marketing staff to review and consider adjustments that can be made to meet individual access needs for visitors when attending admissions events	Ongoing	Head of Admissions and Director of Marketing	Improved experience for prospective families and pupils in accessing the School's admissions events			
Long	Develop use of intuitive technology and creative use of interactive video screens on school site	Whole school research of best practice	Ongoing	SENCO and DDS	Improved attendance and engagement in activities as evidenced by 5% increase in participation levels			