

Accessibility Plan - September 2020 - August 2023

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.

Accessibility Plan - September 2020 - August 2023

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 Summer 2021	Progress as of Summer 2022	Progress as of Summer 2023	Target Complete
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.	None required at present - as of July 2021	None required at present - as of Sep 2022		
	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	01/12/2020 - Complete. Next review due Dec 2022	Bursar / Estates Manager	BDAS - Production of separate specific car parking spaces	1 x space being produced within Marshall Centre parking. Additional spaces produced in LRH car park and for Science parking.	Complete. Additional spaces produced in LRH car park and for Science parking. Additional spaces under review in G & D car park and rear of Manor.		Summer 2023
	Review existing wheelchair access arrangements for footpaths, building/room entrances and WC arrangements	Site wide review including cost estimates as necessary- EM	01/12/2020 - Complete. Next review due Dec 2022	Estates Manager	Improved knowledge and implementation plan in place for improved wheelchair access on the site.	No update due to ongoing Covid constraints	Wheelchair access formed at Reekie and Classroom Block		
	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	Additional advice being sought from Theatre Manager	On hold A/W appointment of new Theatre Manager		
	Review existing lighting arrangements	Site wide review including cost estimates as necessary	01/12/2020 - Complete. Next review due Dec 2022	Estates Manager	BDAS - Lighting arrangements	Additional lighting installed in various locations - St H Carpark complete - G & D Carpark and footpath due for completion by Sept 2021	Upgraded lighting in Senior Sports Hall and additional site lights		
	Review of furniture arrangements to ensure free movement throughout buildings	Site wide review	December 2021	Estates Manager	BDAS - Detailing furniture changes required	Free movement space within classrooms increased due to current Covid constraints	Installation of new furniture in Business & Economics and slow upgrade planned for Classroom Block		
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	Ongoing - no change as of July 2021	Ongoing and Marshall Centre compliant		
	Installation of hearing loops as necessary	Justification from BDAS	Within 3 years	Bursar / Estates Manager	Loops installed within Public Access buildings as necessary	Additional advice being sought from Theatre Manager	On hold awaiting appointment of new Theatre Manager		
	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	N/A	Additional devices installed in Gepps & Deacons		
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	N/A	Additional accessible WC installed in Gepps & Deacons		
	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	N/A	Disabled parking, wheelchair access and lift access in Marshall Centre		

Accessibility Plan - September 2020 - August 2023

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 Summer 2021	Progress as of Summer 2022	Progress as of Summer 2023	Target Complete
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	IEPs attached to SEND Register for improved staff access at FPS. This was found to be more appropriate as sensitive information may be too easily available on the start up page of the MIS. LAMDA and Peripatetic staff in FPS have a point of contact with Vicki Legrand if they require info from IEPs(Prep SLT admin)	Reasonable adjustments now for internal assessments used and improved visibility and accessibility.	All SEND information uploaded to ISAMS	
	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 levels of text to speech to allow improved attainment in English	Textease 'Read and Write' used by L6th student in psychology. Google voice typing used by 20 FPS students during Lockdown. Students have own Chromebook at FPS to facilitate access to voice typing/text to speech Pupils across Prep School have access to 1:1 devices, equipping them with the tools they need to support accessibility. This includes, but is not limited to: screen reader, screen magnifier, voice-to-text, voice feedback through Mote, translate, dictionary, and more.	Year 7 and 8 requiring readers for internal assessments used OrbitNote as a computer reader for their assessments. Plan to use this for youngest years and GLCS to show Senior SLT department how to use this. All students now have access to Google voice typing and text to speech.	Prep School has now acquired sufficient devices for each pupil to have access to their own chromebook device, and/or through the Y5-Y8 SMC programme, where it is purchased by their parents. The SMC programme from Y5-Y8, ensures that pupils have headphones/microphone, to support them with their blended learning experiences.	
	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.	ASD and dyspraxia staff training postponed due to 2nd Lockdown. To be revisited at a suitable time in 2021. Additional sessions on promoting inclusion and embracing diversity. (JWH)	Whole-school INSET held September 2021 focusing on supporting ASD students and also proactive approaches to promoting positive classroom culture.		
	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	JWH, JCTJ and MM completed Access Arrangements Refresher Course in Autumn Term 2020 and 2021. JCQ deadline extended to 31.3.21	Autumn 2021 Prepsenco reviewed access arrangements for all Y7 and Y8 pupils on the Exam Access Arrangements list 2021-22 to ensure provision matches current need and that data exists to demonstrate this. GLCS now referring to Reasonable adjustments to assessments in the Prep. Parents made aware that these are all reviewed in Year 9.		
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	In the Senior School Tutors now review IEPs each year and complete a Google Form to contribute comments to each pupil's progress September 2021 - SLT Department now resourced to review IEPs for all students and systems now being put in place with identified SLT teacher overseeing (JCTJ). In the Prep School, IEPs are reviewed termly by the LS teacher who teaches them for their 1:1 lesson and shared with parents.	Prep School IEPs for Autumn 22 for existing LS students to be attached to new SEND Register and MIS by the end of the Summer Term. In the Senior school, reasonable adjustments have been added to ISAMS for all year groups. These reasonable adjustment details on ISAMS have replaced the need for IEP documents for all students on the SEND register.	Prep School IEPs for all on register. Targets written for those having SLT lessons. Reviewed by pupils and students regularly with feedback to parents 3 times per year.	
	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>		Prep School: IEPs for non-lesson children reviewed each year. For those having lessons IEP reviewed three times per year. In senior school, review cycle in place for students on SEND register having SLT lessons.		
	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	Questionnaires sent during the Spring Term to parents, staff and students to assess access to online learning. This was specifically targeted to SLT students in one section. Positive feedback gained. Data indicates progression rates of SEND students in line with non-SEND students.	SLT Department Review in 2022 shows relative progress of SEND students in line with whole school non-SEND cohort		
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)	All students in the Senior School have access to 'Read and Write' software (text to speech and speech to text) and this is being used in some assessments. In FPS students are more open to this, but are still impacted by peers and do not want to be seen to be too different. Speech to text (voice typing) is audible and this is a barrier to its use in the classroom at present but has been invaluable during Lockdown. Staff are open to solutions in the classroom.	All Senior and prep school students have access to 'Read and Write' and this is being promoted through inclusion in reasonable adjustments in IEPs		

Accessibility Plan - September 2020 - August 2023

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 Summer 2021	Progress as of Summer 2022	Progress as of Summer 2023	Target Complete
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	Student in L6 for whom we have offered to record an audio transcript of a textbook, using colleagues. Videos on Google Classroom with teachers reading written material (SPM)	In Prep SEN pupils and staff are beginning to use Read&Write and OrbitNote more frequently for computer reading of written material.		
	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	Consulted with Admissions to gather types of FAQs that are arising. In progress. To be completed by Easter 2021.	Prep Senco is working on information sheet for Prep admission team to be able to send to families.		
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	Whole-school INSET held September 2021 focusing on supporting ASD students and also proactive approaches to promoting positive classroom culture. Additional sessions on promoting inclusion and embracing diversity. (JWH)	Whole school INSET on SEND and inclusion language Autumn 2022		
	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	<ul style="list-style-type: none"> - Met with SW to understand background of work - FAQs with Sencos - Training sessions with Sencos on exam arrangements - Sensitive information is now kept in a relevant more restricted file, so that the sharing of the information can be more tightly controlled to relevant staff Next Steps: <ul style="list-style-type: none"> - Need to review updates in relation to site map. - Need to work on a written plan for eventualities around visitors for whom we would put additional measures in place 	Sensitive information will now be shared from Admissions through isams, with options to add documents with restricted access to isams in order for all the relevant staff to see them. Relevant staff will also have access to all other information necessary to them through isams, so they can assess SFL needs in context. Meeting taking place in the coming weeks to walk through the process so that everyone has input and understands their role and where to find information.		
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	Touch screen Smart TV has been installed in Sfl. Senior School-with multisensory capabilities which will be utilised post Lockdown. Visualisers widely used to help access visual material.	As per Summer 2021		