



SECKFORD FOUNDATION
FREE SCHOOLS TRUST

**POLICY
DOCUMENT**

Accessibility Plan 2016-18 (Beccles Free School)

Document Owner:	Trust Board
Responsible Trust Committee:	Trust Leadership Group
Date Approved:	Trinity Term 2016
Review Date:	Lent Term 2018

APPROVED Signature (Trust Board):	DATE ()
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1. Introduction

This plan has been drawn up in consultation with the Seckford Foundation Free Schools Trust Trustees, Local Advisory Board members, staff, parents / carers and students.

We are committed to providing a fully accessible environment which includes and values all who enter regardless of their needs. We acknowledge the need to continuously raise awareness amongst all staff and board members.

The school plans over time to increase accessibility and provision. We therefore include relevant actions in this plan which endeavour to:

- Improve the access to the physical environment of the school;
- Increase access to the curriculum for students with a disability;
- Improve the delivery of written information to staff, families, visitors and students with disabilities.

Please read this plan in conjunction with the following Trust policies and documents:

- Equalities Policy (Students)
- Inclusion Policy
- Trust and School Development Plans
- Trust Complaints Policy

This plan will be monitored by the Inclusion Leader (SENCO) and Headteacher of the school.

2. Actions to improve accessibility from previous Accessibility Plans

Date	Action
September 2012	Alterations to Disabled toilet to meet specific needs of individual pupils
October 2012	Disabled car parking bay signed and painted. Located at front of school with short and direct access to school reception area
October 2012	All doors DDA compliant
December 2012	Route map to access all areas of the school without the need to use the stepped areas. Does not limit access to any room
September 2013	Mobile loops trialled and feedback from students with hearing difficulties indicate that given the size of the rooms there was no added benefit of the loops
September 2013	DDA compliant light switches, power outlets and emergency alarms
September 2014	Accessible lockers allocated according to individual needs of students
October 2014	Disabled car parking bay/s signed and painted on new BFS site
December 2014	Making relevant switches, alarm buttons and door handles at wheelchair height
December 2014	Clearly marked stepped areas at new BFS site

3. Improving physical access to the environment of the school

Target	Strategy	Outcome	Timeframe	Achievement
Accessible car parking on all 3 car parks	Disabled car parking bay/s signed and painted.	The school is accessible to all staff and visitors.	August 2015	Accommodate the needs of all drivers
Clearly marked stepped areas	Coloured edges of steps where necessary	Yellow and blacked striped tape across steps	August 2015	A safe and clearly marked physical environment

All stepped fire exits to accommodate wheelchair use	Mobile step ramps for wheelchair access out of stepped fire exits	DDa compliant door access	August 2015	Accommodate the changing needs of individuals
Accessible lockers for students to store bags and equipment	Allocation according to individual needs	Lockers at wheelchair height allocated accordingly	August 2015	Accommodate the changing needs of individuals and provide a safe physical environment
Ensure appropriate fire assembly points are designated for student / staff with disabilities.	Allocate and display appropriate signage for designated fire assembly points	Appropriate fire assembly points are located around the site for anyone with a disability.	September 2016	Clear designated fire assembly points are set out and marked on the fire evacuation plan.
Ensure all staff and students are able to move around the school site with ease.	Major internal doors will be able to be held open to ensure ease of movement.	All major internal doors to be fitted with alarm activated hold open devices.	September 2017	All major doors fitted with a hold open device, and a phased plan for all other doors
Ensure all students are able to access the stage area within school.	Install a stair lift to the stage area.	Appropriate access is installed to enable all students to be able to use the stage.	September 2017	All students are able to access the stage.

4. Improving access to the curriculum for students with a disability

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Assess the specific needs for students living with a disability, in terms of basic daily living skills,	All teachers are able to more fully meet individual needs with regards to accessing the curriculum The use of other professional partners has been made available	On-going	Increase in access to the curriculum

	relationships and future aspirations. The use of other professional partners to provide relevant training			
All out-of-school activities are planned to ensure the participation of the whole range of students	Assess all out-of-school provision to ensure compliance with legislation. Risk assessments written in line with care plans and PEP's	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	Increase in access to all school activities for all students
Classrooms are optimally organised to promote the participation and independence of all students	Review and implement a preferred layout of furniture and equipment to support the learning process of all students	Lessons start on time without the need to make adjustments to accommodate the needs of individual students	On-going as student recruitment remains fluid	All seating areas are mobile and accessible
Training to raise awareness of specific individual needs	Annual training for staff in relation to students with Autistic Spectrum condition, Hearing Impairment and Visual Impairment	Whole school community aware of issues relating to access	On-going	An inclusive school that meets the needs of individual student needs
Curriculum activities are planned to ensure the participation of the whole range of	Students to use an alternative means of recording by using laptops with specific software that supports	All students are able to fully access all areas of the curriculum. Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-	On-going	Increase in access to the curriculum

students	a student's disability, voice recorders and other forms of technology.	preparation learning.		
Conduct a 'hearing audit' of all teaching areas	Student with hearing difficulties to RAG rate all teaching classrooms	Reasonable adjustments to be made if necessary	September 2015	An inclusive school that meets the needs of individual student needs
Improve the sound amplification in teaching rooms	Install sound amplifiers such as induction loops to improve clarity of sounds and reduce sound distortion in classrooms	Improved sound amplification in teaching rooms	December 2015	An inclusive school that meets the needs of individual student needs
All CIAG activities are planned to ensure the participation of the whole range of students	Plan quality careers education, information, advice and guidance. The use of other educational and professional partners to be made available	All students have equality of access to career advice and guidance.	On-going	Quality and delivery of careers information and guidance improved
Pastoral activities are planned to ensure that the student voice is heard from the whole range of students.	Use all pastoral opportunities such as line up; tutor time, PSHE to promote participation in student leadership opportunities	All school activities will be conducted in an inclusive environment with equal opportunities for all.	On-going	Increase in access to student voice and leadership opportunities

5. Improving the delivery of written information to staff, families, visitors and students with disabilities

Target	Strategy	Outcome	Timeframe	Achievement
Increase the availability of written material in alternative formats	Investigate services available for converting written information into alternative formats – Website; iPods; Telephone communication; parent forums	The school will be able to provide written information in different formats when required for individual purposes	On-going	Delivery of information improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats as and when required.	All school information available for all	On-going	Improved diversity of the delivery of school information to parents/carers and the local community.
Raise the awareness of adults working at and for the school on the importance of alternative communications systems.	Arrange training opportunities: CPD; Induction; Briefing; 1:1 mentoring	Awareness of target group raised	On-going	Effectively meeting the individual needs of students.
Private rooms are available for Parents Progress Evenings when required.	The school will make available a separate room when necessary	Awareness of target group raised	On-going	Effectively meeting the individual needs of students and their families.

6. Complaints

Any complaints about this policy from outside the Trust should be made in accordance with the Trust's Complaints Policy. Any other complaints should be brought to the attention of the Headteacher of the relevant Free School in the first instance.

Complaints that are in the public interest and relate to suspected malpractice may be appropriate to raise under the Trust's Whistleblowing Policy.

7. Compliance and performance monitoring

The Trust Board will review this policy annually and ensure that practice across all schools is in line with this policy. Any review will take into account the most up-to-date legislation and guidance.

The Trust has identified a range of Assurance Methodologies as tools by which compliance with policies can be tested. Those most relevant to this policy are:

- Internal Audit