

Farmor's School – Accessibility Plan 2022 - 2026

To be read in conjunction with the school's Equality Information and Objectives Statement

Definition: Short term : Current year Medium term : 1 to 2 years Long term : Over 3 years

4.1 To provide all pupils with a broad and balanced curriculum

Priorities	PSED ¹	Strategies	Timescale	Resources	Responsibility	Outcomes
Ensure all students can access the curriculum relevant to their specific needs	N	High quality interventions are in place to support students with specific needs	Short term	Programmes Time TAs	SENCO	Recorded progress made over time
	N	Interventions are planned and resourced	Short/Medium term	Time Funding	SENCO	Interventions are timetabled
	N	Staff are competent in differentiating the curriculum	Short/Medium term	CPD Planning	All staff	Improved student progress
Increase the extent to which students with disabilities can participate in the school's curriculum, including sports and games	N	Department meetings to share best practice in order that curriculum planning, assessment resources and approaches to learning all promote disability equality and increase participation by disabled students.	Short term	Department time	HoDs	Disabled students feel fully able to participate in lessons
	N	Identify disabled students on target setting spreadsheets	Short term	Staff time	Head's PA AHT (Incl)	Disabled students identified for assessment
	N	Subject leaders to promote disability equality through teaching and learning including the use of ICT in their department	Short term	Assistive technology Funding	HoDs	Identified in curriculum plans. ICT used appropriately to support students.

¹ Farmor's School will fulfil its responsibilities with regard to its workforce under the Public Sector Equality Duty, by having due regard to: eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and, foster good relations between people who share a protected characteristic and those who do not share it.

						Promotion of disability equality extended
	N	Investigate creative ways of removing barriers to participation in sports, special events and extra-curricular activities	Short term	Staff time for planning and delivery	All staff PE dept	Advice sought from outside agencies. Participation enhanced.
Review and update the schools PSHE programme taking into account disability issues and promoting disability equality	N	Use HoY meetings to discuss PSHE programme	Short term	Meeting time	TiC PSCHE HoYs	HoYs informed
	N	PSHE Co-Ordinator to review programme and ensure promotion of disability equality throughout all year groups	Short term	Staff planning time Meeting time	TiC PSCHE	PSCHE programme includes disability issues throughout Y7 – Y13
To provide support for students with disabilities in accessing information about Post-16 education	N	Careers information and guidance is provided as appropriate.	Short term	Staff time Funding	HoY Careers Advisor	Transition plans are in place
	N	Careers interviews are arrange with appropriate professionals	Short term	Curriculum time for interviews	HoY Careers Advisor	Students have access to appropriate guidance
	N	Interview with Y11 students and parents by a member of SLT	Short term	Meeting time	SLT	Interview with member of SLT ensures Post-16 pathway is in place

4.2 To ensure that no pupil or member of staff is treated less favourably

Priorities	PSED	Strategies	Timescale	Resources	Responsibility	Outcomes
To maximise the progress of students identified as having rights under the Equalities Act	N	Appropriate grouping and seating plans are used	Short term	Time/planning SMHW	All staff	Improved student progress
	N	Appropriate deployment of teaching assistants	Short term	TAs	SENCO	TAs fully utilised in supporting pupil progress
	N	Lesson observations	Short term	Time	SLT HoDs SENCO	Improved progress Awareness of successful approaches
	N	Use of external agency support and expertise as appropriate e.g. Educational; Psychologist; Advisory Teaching Service; Outreach Service	Short term	Meeting time	SENCO	Advice implemented
	N	Monitor the impact of policies, practices and procedures on disabled students	Short term	Time	Govs AHT (Incl)	Impact measures - data
To gather and monitor information about the opportunities and achievements of disabled students	N	Data on attendance, exclusions and achievements for disabled students extracted and analysed.	Short term	Data	AHT (Pastoral)	Data is analysed and use to inform future provision

To reward and celebrate diversity	N	Encourage students with disabilities to take part in extra-curricular activities, student council, etc and introduce awards for students with disabilities	Short term	House system	All staff HoYs Heads of House	Students with disabilities represented in all aspects of school life
-----------------------------------	---	------------------------------------------------------------------------------------------------------------------------------------------------------------	------------	--------------	-------------------------------------	----------------------------------------------------------------------

To ensure the appropriate delivery of information to students or adults with a disability	N	Make effective and appropriate use of ICT and technology for students with sensory impairment	Short/medium term	Laptops Screen Reader	AHT (Incl) Tech support	Staff use appropriate ICT and technology to support students
	N	Review written information to ensure that it follows best practice in terms of font, format, simplified languages, layout etc. To include information published on the school's website.	Short term	Template	All staff	Students, staff, parents and visitors are able to access information
	N	Improve communication to parents about access arrangements for school trips, extracurricular activities and school events	Short term	Natural Reader.com	All staff	Parents are informed and able to access information provided

4.3 To provide a physical environment that provides access for all

Priorities	PESD	Strategies	Timescale	Resources	Responsibility	Outcomes
Ensure that room timetabling enable access to suitable accommodation for students and staff	Y	Short term and long term disabilities are considered and temporary, long term adjustments are considered as appropriate	Short/Medium term	Room booking systems	DHT Business Manager	Staff and students can access accommodation suitable for the short term/long terms needs
To maintain and improve the physical environment of the school, increasing the extent to which students with disabilities are able to take advantage of education and associated services, and to improve access to all areas for students, staff and visitors	Y	Ensure level and clear access is maintained to school foyer and main entrances to school reception and 6 th form entrance	Short term	Site Dev Plan Time Funding	SBM	Disabled students, staff and visitors can access main reception areas
	Y	Ensure designated parking bays are clearly marked and kept clear	Short term	Site team time	SBM	Accessible parking is available
	Y	Maintain accessible wet rooms and toilet facilities throughout the school, meeting the needs of students, staff and visitors with accessibility needs	Short term	Site team time Funding	SBM	Accessible facilities are available
	Y	Ensure that doorways and pathways are maintained, level and wide enough for wheelchair users.	Short term	Site team time	SBM	Access is improved for all
	Y	On all building projects, Consideration is given to accessibility in order to improve access to more areas of the school as building works are planned by ensuring access points are clear, level and wide. Development projects include consideration for specific needs, e.g. rise and fall sinks and cookers in DT catering	Medium/Long term	ESFA/Alternative external funding	SLT FRBD	Access is improved for all
	Y	Review emergency escape procedures for accessibility	Short term	Site dev Plan Time	SBM	Emergency access is appropriate

	Y	Review lighting and blinds/curtains in all rooms as part of a rolling programme, giving consideration to impact for students with visual impairments	Short/Medium term	Site Dev Plan Time Funding	SBM	Facilities meet the needs of all
	Y	Ensure that all new floor coverings are appropriate	Short/Medium term	Site Dev Plan Time Funding	SBM	Facilities meet the needs of all
	Y	Review ICT provision, computers, screens and projectors, as part of a rolling programme, giving consideration to impact on students with disabilities.	Short/Medium term	IT Dev Plan Time Funding	Network Mgr	IT provision is fit for purpose
	Y	Review signage throughout the school, giving consideration to students, staff and visitors with visual impairments and accessibility needs	Short/Medium term	Time Funding	SBM	Signage is fit for purpose
Develop suitable accommodation for student who need specific support outside of the classroom	N	Continue to maintain an alternative facility to enable flexible provision for students with additional needs	Long term	Staffing Resources	SBM AHT (Incl)	Accommodation meets the needs of students needing SEND and Alternative provision support

4.4 To ensure that recruitment, employment and training provides equal opportunity for all

Priorities	PESD	Strategies	Timescale	Resources	Responsibility	Outcomes
Review recruitment procedures to ensure fair and equal opportunities in recruitment, ensuring they are consistent with The Equality's Act	Y	Review advertising and shortlisting procedures to ensure processes enable every application to be treated every application is being treated equally	Short term	Time	Business Manager HR Mgr	Recruitment process supports equal opportunities for all
	Y	Develop procedures to monitor, record and analyse application and appointment data in order to provide annual recruitment statistics	Short term	Time	Business Manager HR Mgr	Appointment process analysed for Equal Opps
To provide training for staff and governors on disability equality issues	Y	All current staff and Governors to complete the online Educare 'Equality and Diversity' module. All new staff to complete the module as part of their new staff induction.	Short/Medium term	Time	All staff and Governors	Staff and governors well informed about disability issues and The Equality Act 2010.
	Y	Use of professional bodies to provide training for staff on specific disabilities, for example, autism, ADHD, visual impairment, dyspraxia, etc.	Short/Medium term	CPD time Funding	All staff as appropriate	Training needs met.