

FELLVIEW SCHOOL

ACCESSIBILITY PLAN

2022 – 2025

APPROVED BY:

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APPENDIX	Accessibility Plan 2022 - 2025
	- Improving Access to the Curriculum
	- Improving Physical Access
	- Improving Access to Written Information

1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEN.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)

- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is not limited to physical difficulties but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be ‘reasonable’ although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEN route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing special educational needs statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEN (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Fellview School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers; and
- undertake reasonable adjustments to enable staff to access the workplace.

The Accessibility Plan will, therefore, **continue the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the Accessibility Plan is resourced, implemented and reviewed and revised as necessary. The Accessibility Plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors

- External partners

Attached is a set of action plans showing how the school will address the priorities identified in the plan

It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

In addition, the Plan may need to be amended from time to time to include new objectives to ensure that, in so far as is possible, we meet specific individual needs as and when these arise.

Fellview School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION

6.1 Our school – our community – our mission

Structure and organisation

- 41 pupils
- Mixed with age range 4-11
- Status – Community

The community (and communities) served by the school

Our rural school serves the two main villages of Caldbeck and Hesket Newmarket as well as the surrounding district. Many of the children live in isolated locations and are brought to school by bus. The wide economic and social mix, including some features of deprivation, ranges from professionals who commute to the nearby larger towns and Carlisle, parents who work within the community (often in service industries) and even those who work away during the week and travel home at weekends.

6.2 The characteristics of the pupils

- In order to protect the confidentiality of students, this information is recorded separately and held in accordance with the school's data protection policies, detailed information about specific needs of individual pupils is recorded separately and held in accordance with the school's data protection policies.
- Majority of children enter from the private onsite Nursery, well prepared for school life, the baseline on entry being average or slightly below.
- Attendance of pupils is very good. The school population is stable.

6.3 Distinctive aims and special features of the school

- Mission statement: Learn, respect, enjoy, achieve, together.
- 'Teaching and learning, the curriculum and the care, guidance and support which pupils receive are all of good quality. The school is an energetic community providing a purposeful environment in which pupils from the Early Years Foundation Stage to Year 6 say they enjoy school. Reception Year children make good progress and this continues throughout the school. Pupil's attainment at the end of Year 6 is above average in English and mathematics, reflecting good achievement and progress. Pupils with special education needs and/or disabilities make similarly good progress; they benefit from extra support and amended tasks meet their needs well.' (OFSTED 2011)
- Non-denominational
- We have never had problems attracting staff and currently have a full teaching staff complement.
- The LA deals with admissions to the school. If we are made aware of pupils who are joining the school with disabilities, we make arrangements to meet both the pupil and the parents and involve professionals from the Local Authority and the Health Authority in order to ensure that any adjustments required to the school building are made in readiness for the pupil starting school. The school has fully level access and is level throughout the building enabling access to any wheelchair users. Our reception area is accessible to disabled people. We have one toilet for the disabled.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

Fellview School:

- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.

7.2 Information from Pupil Data and School Audit

Key starting points for the school's plan:

- The school has identified as at the start of the academic year 2018/2019 the number of students regarded as disabled under the terms of the DDA. In order to protect the confidentiality of these students, this information is recorded separately and held in accordance with the school's data protection policies.
- Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community. We also have processes in place to ensure that the needs of future pupils can be identified and addressed in preparation for their arrival at school.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our Learning Support Facility;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

7.3 Views of those Consulted during the development of the Plan

Fellview School will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that Fellview School provides the best choices for students wanting to enrol here;
- consult the full governing body/SEN governor/relevant sub-committee;
- consult staff including specifically SENCo/ safety committee;
- set up a structure to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

The school plans to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

8.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

Fellview School will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

8.4 Financial Planning and Control

The Head teacher, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

Fellview School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

Fellview School Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plans to provide workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary on an annual basis. A new Accessibility Plan will be drawn up every three years.

9.2 Monitoring

Fellview School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

9.3 Accessing the School's Plan

This will be done through presentation in a section on the school website open to all visitors to the site.

We will ensure that the plan is available in different formats where requested.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that Fellview School is aware of all support services that provide advice to schools and staff.

APPENDIX

Fellview School Accessibility Plan 2022 -2025

In drawing up this Accessibility Plan, the following were consulted:

- SEN Governor
- Staff (teaching and support)/SENCo
- Parents
- Pupils
- LA

The plan was approved on: 24th March 2022

Date of Accessibility Plan: March 2015

Date for next Review: March 2025

Senior Member of staff responsible for the Plan : Gillian McElvogue

Governors & Committees responsible: Full Governing Body

Governing Body is free to delegate the approval of this Plan to a committee of the governing body, an individual governor or the Head teacher.

FELLVIEW SCHOOL ACCESSIBILITY PLAN 2022 - 2025

IMPROVING THE CURRICULUM ACCESS AT FELLVIEW SCHOOL

	Issue	What	Who	When	Outcome criteria	Review
Short term	All Staff are confident in supporting SEN pupils.	Staff use assessment data to inform their planning and IEPs to ensure the work set matches pupil need.	Head Teacher SENCO	Spring Term 2022	IEPs SMART targets improve and have positive impact on effective use of TA support and pupil progress.	Spring Term 2023
	Recovery premium funding and its use to ensure SEN pupils are accommodated alongside other pupils.	Recovery Pupil learning from N – Yr6 is audited and Education Recovery Support (Covid-19) meets any additional requirements for SEN pupils.	Head Teacher SENCO	Spring Term 2022	A clear positive impact of formative and summative assessment on SEN pupil outcomes in parallel with other pupils.	Spring Term 2023
Medium term	Resourcing outcomes of audits and training assessment referred to above	Budget for and adopt Action Plans to realise outcomes of audits and training assessment referred to above	Governors Head Teacher	Autumn Term 2023	Increase accessibility to curriculum	Ongoing
Long term	Improved integration of IT resources	Assess ways in which IT resources can be integrated within classrooms	Head Teacher	Autumn Term 2023	Removing barriers to learning through increased integration of IT within classroom	Ongoing
	Rights Respecting Schools Gold Award	Ensure that the process of seeking the Gold Award is fully inclusive.	Head Teacher SENCO	Autumn Term 2023	Award process is successful and fully inclusive.	Ongoing

FELLVIEW SCHOOL ACCESSIBILITY PLAN 2022 - 2025

IMPROVING THE PHYSICAL ACCESS AT FELLVIEW SCHOOL

	Issue	What	Who	When	Outcome	Review
Short Term	Identify areas where physical accessibility needs to be improved.	Physical Access Audit ("PPA")	Kym Allan, Safeguarding, Health and Safety Consultants Ltd.	Summer Term 2022	Recommendations for specific ways to improve access obtained	Spring Term 2023
Medium Term	Quantify and evaluate PPA recommendations	Obtain quotations for PPA recommendations	Head Teacher	Autumn Term 2022	Likely costs established	Summer Term 2023
Long Term	Widen access to main reception	Construction work	Governors Head Teacher	2023-2024 Academic Year	Improved physical access	Summer Term 2024
	Improve accessibility to disabled toilet	Provide alternative changing solutions	Governors Head Teacher	Summer Term 2022	Improved physical access	Summer Term 2023

FELLVIEW SCHOOL ACCESSIBILITY PLAN 2022- 2025

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT FELLVIEW SCHOOL

	Issue	What	Who	When	Outcome criteria	Review
Short term	Identify whether accessibility of communication can be improved	Survey Parents	Governors Head Teacher	Summer Term 2022	Specific suggestions for areas of improvement obtained	Summer 2023
	All documents to be in "Plain English" Arial 12 1.5 line spacing	All non-conforming documents to be updated	Head Teacher Staff Administrator	Autumn Term 2022	Consistent and accessible formatting for all documentation	Ongoing
Medium term	Documents to be available in alternative formats upon request	Procedures to be put in place to enable production of documentation in alternative formats upon request	Head Teacher	Autumn Term 2022	Improved accessibility to documentation	Ongoing
Long term	Consider moving to electronic reporting	Survey parents	Governors Head Teacher	Autumn Term 2015	Improved accessibility to information	Completed (summer Term 2016, reviewed autumn term 2018) School app messaging will be introduced from Autumn 2022