



Accessibility Plan

Reviewed Sept 2022

1. Aims

Under the Equality Act 2010 schools should have accessibility plan. The purpose of the plan is to:

- Increase access to the curriculum for students with disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which students, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to students, staff, parents/carers and other members of the school community

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Firwood School is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with students, parents/carers, staff and Trustees of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Overall Planning Duty

The Firwood School Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Firwood Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- **Increase access to the curriculum for students with a disability, adapting the curriculum as necessary;**

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation/appropriate deployment of staff. It also covers the provision of specialist equipment which may assist these students in accessing the curriculum within a reasonable timeframe. *We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.*

- **Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary;**

This covers improvements to the physical environment of the school and physical aids to access education. *The physical environment includes things like steps, kerbs, exterior surfaces, parking areas, entrances and exits, toilets etc. Aids to physical access include handrails, lifts, etc. Although it is expected that physical aids to access education will be provided within a reasonable timeframe it may not be feasible to undertake all of the works required for full access to sites and buildings during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.*

- **Adapt the delivery of written information to students, staff, parents/carers and visitors with disabilities;**

This part of the planning duty covers making information normally provided by the school in writing – such as handouts, timetables, textbooks, information about school events – available to students, staff, parents/carers and visitors. This will include alternative formats utilising a recognised symbol system. This information should be made available in various preferred formats within a reasonable timeframe.

Whole School training will recognise the need to continue raising awareness for staff and Trustees on equality issues with reference to the Equality Act 2010.

4. Monitoring Procedures

Monitoring is essential to ensure that staff, parents/carers and other members of the school community are not disadvantaged.

The plan will be reviewed every 3 years or where operational needs dictate and approved by the Trustees and will be made available online on the school website, and paper copies are available upon request.

5. Links with other policies

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration
- Equality Policy
- Keeping Children Safe in Education Policy & Guidance
- Curriculum Policies

6. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Maintain each student's entitlement to an education with access to the curriculum for all students</p>	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed</p>	<p>Reduce and eliminate barriers to access to the curriculum</p> <p>Ensure full participation in the school community for students, and prospective students, with a disability, medical condition or other access needs</p>	<p>Liaison with pre-school providers to prepare for new intake of students each year</p> <p>Liaise with educational establishments to prepare for the intake of new students who transfer within year</p> <p>To review policies to ensure that they reflect inclusive practice and procedure</p> <p>To establish and maintain close</p>	<p>Leadership Team & All Staff</p>	<p>On-going and as required</p>	<p>Students smoothly transition into School</p> <p>Students smoothly transition into School</p> <p>All students access the whole curriculum offer</p> <p>Collaborative working procedures take place that are beneficial to the students</p>

	<p>to ensure it meets the needs of all students.</p> <p>School policies, staff handbook and staff induction ensures a consistency of offer across all Key Stages</p> <p>We will seek advice and support from relevant professionals in order to ensure that we have made adequate and reasonable adjustments</p>		<p>liaison with parents/carers</p> <p>To establish and maintain close liaison with outside agencies for students with additional needs</p> <p>To include students with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision</p>			<p>Collaborative working procedures take place that are beneficial to the students</p> <p>All students access the wider curriculum offer</p>
<p>Maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking 	<p>Reduce and eliminate barriers to access to the environment</p> <p>Ensure full participation in the school community for students, prospective students, staff,</p>	<p>The school will take account the needs of students with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and</p>	<p>Leadership Team & All Staff</p> <p>Health and Safety lead</p> <p>SITE team</p>	<p>On-going and as required</p>	<p>All students, prospective students, staff, parents/carers and other members of the school community are able to access all physical areas within the school environment</p>

	<p>bays</p> <ul style="list-style-type: none"> • Disabled toilets and changing facilities • Lifts 	<p>parents/carers and other members of the school community with a disability, medical condition or other access needs</p>	<p>premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.</p> <p>Creation of ramp/drop kerb for access to the forest school by electric wheelchair</p> <p>Create personalised risk assessments/ access plans/PEEPS for individual students. Liaise with external agencies, identifying training needs and implement training where needed. Ensure that actions, including emergency evacuation procedures and lockdown procedures, are clear and that staff are capable of carrying these out.</p>			<p>All students, prospective students, staff, parents/carers and other members of the school are included appropriately.</p> <p>Safe evacuation in an emergency.</p> <p>Safe Lockdown procedures in an emergency</p>
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			<p>Health and Safety Walk rounds half termly and reported to appropriate Trustee. Actions from these audits to be shared with all staff appropriately.</p> <p>Health and Safety Checks completed in appropriate timescales</p> <p>Engage with Health and Safety LA team for guidance and support</p>			
<p>Enhanced delivery of information to students , staff, parents/carers and other members of the school community</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Interpreters 	<p>Reduce and eliminate barriers to communication</p> <p>Ensure full participation in the school community for students, prospective students, staff, parents/carers and other members of the school community with a</p>	<p>Create and offer information in alternative formats and in a preferred form as deemed by parental choice</p> <p>Access arrangements are considered and put into place for statutory testing</p> <p>Adopt a proactive approach to</p>	<p>Leadership Team & All Staff</p>	<p>On-going and as required</p>	<p>All stakeholders are engaged with the school appropriately.</p> <p>All students fulfil their full potential</p> <p>All parents/carers are able to fully support their children with their education</p>

		disability, medical condition or other access needs	identifying the access requirements of parents/carers and make reasonable adjustments where possible			
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