



## **Fox Hollies School Accessibility Plan**

### **Definition of Disability:**

A person has a disability if they have “a physical or mental impairment and the impairment have a substantial and long-term adverse effect on the person’s ability to carry out normal day-to-day activities”.

(Equality Act 2010)

### **The purpose and direction of the school’s plan: vision and values**

Fox Hollies School has the highest ambitions for all pupils irrespective of their individual needs. Our careful planning & differentiated approach enables all of our pupils to participate fully in all aspects of school life. Our commitment to equal opportunities is led by the National Curriculum Inclusion statement. The school sets challenging, but suitable objectives, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Fox Hollies School welcomes all children irrespective of race, colour, creed or impairment.

### **Our Main Objectives - In accordance with the School Improvement Plan**

- To raise attainment for all learners through full access to all necessary aspects of school provision.
- To reduce and eliminate barriers to the curriculum and incorporate new information as the curriculum changes occur.
- To have full participation in the school community for pupils, prospective pupils, staff, parents, stakeholders and visitors.

### **As a school we recognise our duty under the Equality Act (as amended by the SENDA):**

- Not to discriminate against disabled pupils in their admissions and exclusions, and the provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps & adjustments to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

### **Information from pupil data and school audit:**

- The school caters for secondary aged pupils with a wide variety of additional needs. Disabilities include physical difficulties, sensory impairments, medical needs, severe learning disabilities and profound and multiple disabilities. The

majority of pupils are functioning below the national curriculum and require extensive adult support.

- The school has good physical access- built in 2004 on a co-located site, two storey, with average width corridors and doorways, most of the building has non-slip vinyl flooring, but there are also various carpeted areas. When planning for building work enhanced access for pupils is always a consideration.
- Flooring, skirting boards, door frames, etc. are coloured in contrast with the walls to support visual learners and visitors with visual impairments.
- All pupils participate in all aspects of school life. We ensure that they can participate in every activity, through careful planning and risk assessments.
- The physical features of the school are a strength – all parts of the school are physically accessible to disabled users
- Access to information is planned: for example, text size and font colour is monitored to ensure maximum access for visually impaired children. Pupils will also have individual support to ensure access.
- We have a clear policy on the administration of medicines, with medical staff trained to administer any necessary medication on site.
- We have a clear anti-bullying policy, drawn up in consultation with pupils and staff and an inclusive ethos which fosters good relationships between pupils.
- Other school practices, such as sporting or celebration events encourage mutual support and partnerships between children.
- Outcomes for all pupils are outstanding, in both care and educational fields.
- In order to maximise access and pupil progress, the school includes input from all stakeholders, i.e. staff, visitors, parents / carers into all areas of school development.

### **Views of those consulted during the development of the plan**

- Parents and carers of children are happy with the physical environment of the school and are confident that the school adapts the curriculum to meet the needs of all pupils.
- Through children's Individual Education Plan (IEP) reviews, for example, we identify any change in pupil need and as a result, adapt our approach, delivery and content accordingly to better suit the identified needs.
- In our last pupil questionnaire students had not experienced any bullying; they were able to identify adults they would be happy to approach if they needed to.
- The school works closely with the Local Authority to co-ordinate our plans with their accessibility strategy.

### **Increasing the extent to which pupils can participate in the school curriculum:**

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning style, by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs

- Overcoming potential barriers to learning and assessment for individual and groups of pupils
- Endorsing the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum
- Ensure appropriate deployment of staff to maximise pupil access to the curriculum, develop independence and promote social interaction.
- Ensure high quality teaching for all to improve pupils' access to the curriculum, including using teaching approaches that promote positive pupil interaction.
- Professional development for staff on inclusive classroom practice and on issues which are disability specific.
- Differentiation of teaching styles and resources in order to offer an individualised learning experience for all pupils that is targeted to maximise progress.
- The school seeks advice from various additional specialist services, including nursing staff, physiotherapy staff, speech and language staff, visual impairment team, hearing impairment team and communication and autism team and includes input into a range of resources in order to ensure that barriers to learning are removed or reduced as much as possible.
- Spiritual, Moral, Social and Cultural development is used as a common thread through all areas of the curriculum and wider school life in order to promote the well-being of all parties.
- Communication - ACT (high and low tech) at whatever level to be in place all the time to enable access to the curriculum and to whole school and staff.

### **Management, co-ordination and implementation:**

- We will ensure that all staff are aware of and familiar with The Equalities Act 2010 staff meetings and training sessions.
- We will provide feedback opportunities for all staff, stakeholders and visitors in order to continually improve our provision.
- We will feed back consultation results to staff.
- The Access Plan will form part of the School Improvement Plan and as such will be overseen and reviewed by the governing body and its committees.
- The governing body will monitor implementation of the plan through the Headteacher's report and governor visits.
- The plan will be evaluated yearly, informed by discussions with pupils, staff and parents and analysis of data on progress and attainment of pupils.
- The Accessibility Plan, although forming part of the School Improvement Plan, is also available as an independent document.
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.
- The Accessibility Plan will ensure that the school's responsibilities towards disabled staff and the general public are met through the Equality Act 2010 and that our statutory duties under health and safety, race and human rights are also in place.
- The Governing Body will report to parents on the school's accessibility plan via the school prospectus and the school newsletter.

Copies of the school's accessibility plan are available from the school office and on the school website.

(In accordance with guidance this plan has a readability level of 12 years.)

Adopted by Fox Hollies Governors: 28<sup>th</sup> Sept 2016

Review Date: Sept 2017

**Appendix 1:**

**Accessibility Plan 2016**  
**(as required by the Special Educational Needs and Disability Act (SENDA 2001) and  
with reference to the Equalities Act (2010))**

	<b>Actions</b>	<b>By whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence that it is completed</b>

## Appendix 2:

Dear Colleague / Visitor / Parent / Carer / Specialist Advisor,

As part of our continuing development and in order to maintain our statutory duties, we are renewing the "Accessibility Plan" for the school. This allows us to ensure that we are meeting the needs of all the people who attend and visit Fox Hollies School.

To support us in this work, please complete the questionnaire below if you feel that we could do anything as a school which could improve the access provision we offer.

Please return all completed questionnaires to **Pauline Riddle** as soon as possible.

Are there any areas in school that could be changed to improve access?

Are there any additions required to support access for all?

.Are there any specific times or events that present require further consideration?

Any other thoughts or comments that you feel may be relevant?

Thank you very much for your help, all your ideas will be used to improve our school.  
**PLEASE RETURN TO ME NO LATER THAN 21<sup>st</sup> OCTOBER 2016**

Pauline Riddle  
Schools Business Manager