

Accessibility Plan 2024-2027

Purpose of Plan

The purpose of this plan is to show over time how Felpham Community College (FCC) intends to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities. This document outlines our accessibility planning for pupils with disabilities. These are the same duties as previously existed under the Disability Discrimination Act and that have been replicated in the Equality Act 2010.

Our accessibility plan aims to:

1. Increase the extent to which disabled pupils can participate in the curriculum;
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
3. Improve the availability of accessible information to disabled pupils. This plan should be considered alongside the Equality Policy and the SEN School Information Report.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Aims

To increase and eventually ensure that students with a disability have:

- Total access to our setting's environment, curriculum and information and
- Full participation in the school community.

Principles

At FCC our Governors and staff recognise our duty under the Equality Act 2010:

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

Furthermore we:

- Recognise and value a young person's knowledge of their own disability.
- Recognise and value the parent's knowledge of their child's disability.
- Recognise the effect that disability has on a person's ability to carry out activities.
- Respect the child's and the parent's right to confidentiality.

1. Improving the curriculum access at FCC

FCC is committed to increasing the extent to which disabled students can participate in the curriculum. The curriculum covers teaching and learning as well as the wider offer of the school and includes clubs, sporting activities and educational visits. Planning for improved access to the curriculum includes consideration of the school, classroom organisation, timetabling, curriculum options, deployment of teaching assistants, staff information and training. Curriculum audits support the school in reviewing the achievement and participation of disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and help to identify actions designed to increase participation. We aim to provide all pupils with a broad and balanced curriculum that is supported and appropriate.

We aim to ensure that no student is disadvantaged if they need to attend regular appointments related to their condition by providing catch up sessions either through the teaching staff or in the Curriculum Support Centre and we seek where possible to provide additional opportunities for our students to succeed in other settings as well as the main school environment.

2. Improving physical access and the physical environment at FCC

This strand of the planning duty covers improvements to the physical environment of the school as well as physical aids such as specialised equipment or adapted seating. Improvements to physical access include ramps, electromagnetic doors and disability toilets. The provision of 'quiet' areas is also designed to enhance access for students with learning disabilities.

We intend to:

- Work closely with the Sensory Support Service to provide opportunities for students to utilise the most current techniques to support their condition.
- Ensure that a robust buddy system operates for those pupils who need to use the lifts or wheelchairs.
- Seek and implement advice from the ASCT and OT service regarding sensory environmental needs, and review these according to the differences of individual children and young people

3. Improving the sharing of information to disabled pupils at FCC

This part of the duty includes planning to ensure that written information provided to the students, such as handouts, timetables, textbooks, or information about school events, is available to those with a disability. For example, it could include alternative formats such as large print.

We intend to:

- Ensure that all lesson resources are accessible to students at the point of access, and this includes printed or presented resources. This may include enlarging print, colour printing, use of coloured backgrounds or overlays, text to speech software or live reading.
- Ensure that verbal information is fully accessible, by ensuring students can clearly see the speaker or providing transcripts as needed.
- Ensure that we are able to offer recorded material through our website or other online platform for easy access at home.

References: The Equality Act 2010, Advice for school leaders, school staff, Governing bodies and local authorities, Equality Act Guidance downloads from the Equality and Human Rights Commission.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the usual budget review process.

Access to learning materials outside of school, particularly for learners with part-time attendance	Development of an online curriculum provision. Seek and implement advice from external agencies such as Fair Access. Offer online tutoring to students with long-term medical conditions. Follow the WSCC guidance for EBSA students, to support their gradual reintegration back into school.	A basic core curriculum that can be supported by additional learning materials which can be accessed in school or from home.	Short to Medium	Students who are unable to attend school can more easily access appropriate work. Increased time in school.
Staff awareness of SEND. Teaching supportive of students with SEND.	Raise staff awareness of SEND through Ordinarily Available Inclusive Practice (OIAP) booklet and NASEN handbook. Improve adaptive teaching expertise through the lens of SEND – CPD & QA.	Widespread and consistent use of adaptive Quality First Teaching ensuring that students' needs are known and addressed. Ensure impact and efficiency of SEND Support through CPD and Q+A, e.g. 'Through the lens of SEND'	Short	SEND students effectively supported. Impact and efficiency of teacher support.
Inclusion discussions at fortnightly meeting.	To make use of Assess, Plan, Do and Review approach. Include Family Liaison Officer.	Enhanced communication between key stakeholders.	Short	SEND students are raised in a timely manner and effectively supported.
Continue to raise staff awareness on Autism related issues	To provide staff training on: <ul style="list-style-type: none"> Autism Affirming practice (whole school) Sensory differences (staff ambassadors) Regulation (staff ambassadors) 	Increased staff awareness of roles and responsibilities and the school's approaches to supporting individual students with autism.	Short	Students with autism supported effectively with appropriate strategies and develop increased independence and self-advocacy. Sensory environment of the whole school is reviewed and adapted where necessary.

Well-being and mental health.	Recognise how mental health difficulties, in neurodivergent CYP may present, differently to neurotypical CYP and respond using evidence-based support strategies. Provide an alternative environment for regulation where required.	Neurodivergent CYP's mental health is supported within school.	Short	Neurodivergent students feel supported and understood in school and staff feel equipped to support their differences.
Refresher training on supporting the needs of learners who are hearing and visually impaired	Inclusion update information to contain strategies to support HI and VI students	Pupils who are HI or VI can access the curriculum with targeted support and where possible, independently.	Short	Increase in access to the National Curriculum; pupils able to access work more independently
One Page Profiles (OPP)	Readily available through BromCom. Seek and implement advice from external agencies, including ASCT and LBAT	Staff more aware of SEND and appropriate classroom strategies	Short	Improvement in ease of access to OPP.
Access to educational visits.	Where necessary neurodivergent students, who require additional adult support to co-regulate, are supported to access new and unfamiliar environments, by a familiar adult. Greater preparation for new and unfamiliar environments is offered to neurodivergent students who have a preference for certainty.	Neurodivergent students receive the support required to co-regulate in new and unfamiliar situations. Neurodivergent young people are better prepared for what to expect from new and unfamiliar environments.	Short to Medium	Neurodivergent students are confident to participate fully in educational visits.
Mapping provision	Collect and record information relating to provisions and targeted support students receive.	Overview of SEND interventions	Short-medium	Maximum rated impact and efficiency for interventions

Reading pens to scan and read text	Introduce and trial reading pen with targeted students. Evaluate capabilities and assess overall potential. Investigate any potential benefits as well as savings from exam use. Plan roll out. Investigate training opportunities for staff and students.	Relevant students accessing more information	Short / Medium	Increase in level of independence with reading and access to courses.
SEND information to supply teachers, cover staff and staff leading educational visits.	Improve availability of relevant information to visiting supply teachers and staff leading visits. Accessibility plan of visit location feeds into the risk assessment that is uploaded on Evolve.	Processes for the provision of SEND information will achieve parity with processes for the provision of medical information.	Short /medium	Increased staff awareness of needs and adjustments required for students in classrooms and on visits. Students with various physical disabilities are confident to participate fully in educational visits. Students with physical disabilities safely access all educational visits.
Access Support	Provide appropriate access support for internal tests in year 9.	Full range of SEND needs supported creating a robust history of need	Medium	Students perform better during
Accessibility of language – written and spoken.	Training for TA's on language structure and techniques to use to break down complex language so that the core ideas are still communicated.	Delivery of the ASCT Declarative Language training.	Medium	Staff can recognise the benefits of using declarative language when communicating with neurodivergent students, with a PDA profile. Neurodivergent students, with a PDA profile are more able to access learning.
Wider use of assistive technology in the classroom	Double number of CSC word processors / laptops to 40. Students are supported to develop touch typing skills.	Students can access more information and support	Medium to long	Increase in access. Relevant students use assistive technology as an alternative to written work. Students able to work more independently.

Improving the sharing of information to disabled pupils at FCC

Area for development	Action points	Outcomes	Time Frame (Long, medium or short-term)	Success criteria
Exam papers accessible to all	To ensure provision of appropriately modified papers where required in line with JCQ guidelines.	Reasonable adjustments provided appropriately.	Short	Internal tests and external exams are accessible to all
Communication with parents	Share in timely manner the results of specialist assessments including those related to access support with parents/ care. Recognise the needs of neurodivergent parents and identify their preferred ways of accessing information.	Parents carers better informed.	Short / medium	Parent questionnaires show improved levels of communication. Parent carers feel more able to contribute to discussions around their child's education.

Improving physical access and the physical environment at FCC

Area for development	Action points	Outcomes	Time Frame (Long, medium or short-term)	Success criteria
Ease of access. Access to new SSC building	Install access ramp to main SSC entrance	Improved site accessibility for disabled persons	Short	Students / staff/ visitors with a wide range of physical disabilities can easily access the SSC.
Safe havens and sensory room available for students with autistic spectrum disorders and SEMH needs within the inclusion department	Completion of the SSC as a calm space for students with social communication differences who are unable to access the CSC due to sensory/ social sensitivities.	Triaged students to have access to the SSC, or an alternative, as required, including during break and lunchtimes.	Short	Staff know how to refer students to the SSC as an alternative, calming space. Neurodivergent, triaged students who access the SSC and sensory room are able to regulate independently.

	Triage system established for neurodivergent students to access the SSC and sensory room.			Students with SEMH needs are safe within school and more likely to succeed in their learning
Emergency evacuation procedures for SSC.	Training on use of the fire equipment. Fire evacuation plan established. Staff are clear on how the SSC will be accessed, and by whom.	Neurodivergent students, accessing the SSC, can safely access all areas of the SSC and evacuation procedures plan for their need for certainty. Plans clarified on how the SSC will be accessed, and by whom.	Short	Neurodivergent students are able to access the SSC, safely and know what to do in the event of an emergency. Staff and students are able to gain entry to and exit the SSC in a safe manner.
Safe access	Aids provided for visually impaired students. Edge of steps marked.	Improved site accessibility for disabled persons	Short to medium	Students / staff / visitors who are visually impaired safely and easily navigate the site.
Improve outdoor breakout facilities.	Outdoor spaces and access to these to be considered. Secure sponsorship and/or local partnerships to improve existing spaces.	A smaller SEND space for active play.	Long	Pupils with a wide variety of SEND are confident to use outdoor spaces during break and lunch times.
Ease of access	Consider improvements to main reception entry point e.g. automated door entry system to help with wheelchair access. Access to the SSC wild garden to be made wheelchair accessible.	Disability access to the site is improved	Long	Students and visitors with a wide range of physical disabilities can easily access all areas of the school.