



SECKFORD FOUNDATION
FREE SCHOOLS TRUST

POLICY
DOCUMENT

Accessibility Plan 2016-18 (Ixworth Free School)

Document Owner:	Trust Board
Responsible Trust Committee:	Trust Leadership Group
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APPROVED Signature (Trust Board):	DATE ()
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1. Introduction

This plan has been drawn up in consultation with the Seckford Foundation Free Schools Trust Trustees, Local Advisory Board members, staff, parents / carers and students.

We are committed to providing a fully accessible environment which includes and values all who enter regardless of their needs. We acknowledge the need to continuously raise awareness amongst all staff and board members.

The school plans over time to increase accessibility and provision. We therefore include relevant actions in this plan which endeavour to:

- Improve the access to the physical environment of the school;
- Increase access to the curriculum for students with a disability;
- Improve the delivery of written information to staff, families, visitors and students with disabilities.

Please read this plan in conjunction with the following Trust policies and documents:

- Equalities Policy (Students)
- Inclusion Policy
- Trust and School Development Plans
- Trust Complaints Policy

This plan will be monitored by the Inclusion Leader (SENCO) and Headteacher of the school.

2. Actions to improve accessibility from previous Accessibility Plans

Date	Action
September 2015	Adjustments made to the timetable to ensure all curriculum areas can be accessed.
December 2015	Steps have been removed from all major entrances to the school.
December 2015	Internal doors on key thorough fairs have been fitted with alarm activated closers.
December 2015	Main entrance to the school fitted with automatic opener.
December 2015	Appropriate changing facilities installed close to the PE area.
December 2015	Disabled toilet facilities installed in a central area of the school.

3. Improving physical access to the environment of the school

Target	Strategy	Outcome	Timeframe	Achievement
Ensure all students are able to access the dedicated Art rooms within school	Install ramps or a levelled walk way between the main building and the Art rooms.	Appropriate access is installed to enable all students to be able to use the Art room.	September 2016	All students are able to access the dedicated Art rooms.
Ensure all students and visitors with a disability can access the majority of the school.	When the school timetable is being written consideration will be paid to students with a disability and no lesson will be timetabled on the 2 nd floor and all lessons	All students and visitors can access the majority of the school. All students will be able to access all elements of the curriculum.	September 2016	All students and visitors can access all parts of the school.

	on the first floor will be located as near to the lift as possible.			
Ensure appropriate fire assemble points are designated for people with a disability.	Allocate and display appropriate signage for designated fire assembly points	Appropriate fire assemble points are located around the site for anyone with a disability.	September 2016	Clear designated fire assembly area are set and marked on the fire evacuation plan.
Accessible parking	Disabled parking is clearly marked	Adequate parking facility is made available for people with a disability.	September 2016	Accommodate the needs of all drivers.
Ensure all students are able to access the stage area within school	Install a stair lift to the first flight of stairs	Appropriate access is installed to enable all students to be able to use the stage.	September 2017	All students are able to access the stage.

4. Improving access to the curriculum for students with a disability

Target	Strategy	Outcome	Timeframe	Achievement
Ensure all students are able to access learning in all classrooms.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Ensure that all classrooms have appropriate furniture to enable students with disability to access the work, i.e. tables with adjustable height; high stools for Science and Creative that have a foot platform etc.	All students will be able to access the curriculum no matter what their learning needs are.	September 2016	Appropriate provision will be in place in all rooms to ensure no student has to be excluded from the learning due to his/her disability.
Training for teachers on the differentiating the Curriculum.	Undertake an audit of staff training requirements Review the specific needs for students living with a disability, in terms of basic daily living skills, relationships and future aspirations. Develop the Inclusion	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	On-going: <ul style="list-style-type: none"> • 1:1 sessions with Inclusion Leader / Inclusion Team (HLTAs) • CPD • Lesson studies 	Increase in access to the National Curriculum Improvement / increase in aspiration as evidenced via the PEP.

	Booklet to ensure that staff are empowered to support students' specific needs.			
All out-of-school activities are planned to ensure the participation of the whole range of students	Review all out-of-school provision to ensure compliance with legislation. Liaise with DHT for Enrichment to ensure that all trips are reviewed for accessibility prior to confirmation of viability.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On-going <ul style="list-style-type: none"> • Risk assessments • Care plans • Support staff 	Increase in access to all school activities for all students with a disability.
Ensuring all students can access all elements of the curriculum	Audit the needs of the students within the school and areas of the curriculum.	Specific resources and learning aids purchased to enable students to access the curriculum. Specific training for staff to ensure they are able to meet the needs of the students.	On-going	All students are able to access all elements of the school curriculum.

5. Improving the delivery of written information to staff, families, visitors and students with disabilities

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written	The school will be able to provide written information in different formats when required for individual purposes	Complete: <ul style="list-style-type: none"> • Website • Chromebooks 	Delivery of information to students with an impairment improved

	<p>information into alternative formats.</p> <p>Use of digital technology to support the process.</p> <p>Liaison with the Examinations Officer to ensure that Exam Access Arrangements are secured for all students to whom it is applicable.</p>		<ul style="list-style-type: none"> • iPads • Laptops • Telephone communication • Parent forums 	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Complete: All information is available on website	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for students with visual impairment	<p>Get advice from SST alternative formats and use of ICT software to produce customised materials.</p> <p>Develop use of digital technology to support all stakeholders with access to information.</p>	All school information available for all	When VI students are admitted	Delivery of school information to students & parents with visual difficulties improved.
Raise the awareness	Arrange training	Awareness of target group raised	On-going	School is more effective

of adults working at and for the school on the importance of good communications systems.	courses. Develop use of HLTAs for monitoring and training purposes.		<ul style="list-style-type: none"> • CPD • Induction • Briefings 1:1 mentoring for staff	in meeting the needs of students.
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6. Complaints

Any complaints about this policy from outside the Trust should be made in accordance with the Trust's Complaints Policy. Any other complaints should be brought to the attention of the Headteacher of the relevant Free School in the first instance.

Complaints that are in the public interest and relate to suspected malpractice may be appropriate to raise under the Trust's Whistleblowing Policy.

7. Compliance and performance monitoring

The Trust Board will review this policy annually and ensure that practice across all schools is in line with this policy. Any review will take into account the most up-to-date legislation and guidance.

The Trust has identified a range of Assurance Methodologies as tools by which compliance with policies can be tested. Those most relevant to this policy include:

- Internal Audit