



Furze Platt Senior School Accessibility Plan 2019 - 2022

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

“A person who has a physical or mental impairment that has a “substantial” and “long-time” negative effect on your ability to do normal daily activities”.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA “substantial” means “more than minor or trivial”. “Long term” means “has lasted or is likely to last more than 12 months.”

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- 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

Our planning addresses the following areas:

- **Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- **School Curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits
- **Support Services** – access to services within and external to the school to support families where disability is identified
- **Awareness and Communication of Information** – building awareness of staff through training and development and heightening children’s awareness of issues related to disability, how information is communicated within school and to wider audience and supporting access to communication for families with a pupil or parent identified as having a disability

Physical Facilities

Summary of progress to date in the last three years
<ul style="list-style-type: none">• Re-painting of all paint markings in external areas• All site development plans as part of the secondary expansion plans meet the aims of the accessibility plan• New space for medical treatment in place
Objectives for improvement 2019 - 2022
<ul style="list-style-type: none">• New hall space to be fully accessible (current hall on two levels with restricted access to the well of the hall)
Monitoring of plans
This plan will be monitored by the Facilities Manager and Resources Committee

Curriculum

Summary of progress to date in the last three years
<ul style="list-style-type: none">• Home learning club/study support provision developed• More students provided with laptops to increase access to the curriculum• Additional support to ensure students achieve provided through the Raising Achievement Team• ReadWrite software introduced to facilitate access arrangements in exams• Appointment of new 2nd i/c in Learning Support to widen expertise available across the school
Objective for improvement 2019 - 2022
<ul style="list-style-type: none">• Development of specialist LSAs who have developed expertise: e.g. ASD, Speech and Language, reading development, Emotional literacy support• Implementation of literacy intervention for increased number of students in KS3
Monitoring of plans
This plan will be monitored by the Teaching and Learning Committee and SENCo

Support Services

Summary of progress to date in the last three years
<ul style="list-style-type: none">• SEN provision remodelled to make most effective use of resources and support more students• Extension in the number of withdrawal support options for students: counselling, self esteem, ELSA support• Well established relationship with FoodShare
Objectives for improvement 2019 - 2022
<ul style="list-style-type: none">• Review strategies for supporting and improving the behaviour of those students arriving at FPSS with challenging and complex behaviours• Seek more cost effective methods to provide counselling support in challenging financial context• Develop in house expertise for supporting young people with mental health issues.
Monitoring of plans
This plan will be monitored by the Pupils and Parents Committee, Assistant Headteacher (Student Support) and other relevant staff

Communication and Awareness Raising

Summary of progress to date in the last three years
<ul style="list-style-type: none">• All parents unable to attend parents' evening are offered and supported to take up the opportunity for a one-to-one meeting about their child• More SEND students encouraged into positions of responsibility e.g. focus groups, participating in the recruitment process of teachers and LSAs, Student Council, House reps• Further training for staff on supporting students with SEN and ASD.• Training for staff on the needs of individual students
Objectives for improvement 2019 - 2022
<ul style="list-style-type: none">• Maximising the effectiveness of LSAs in classrooms – training for teachers and LSAs.• Development of Furze Platt and Shine as providers of expert training and support for ASD.
Monitoring of plans
This plan will be monitored by the Pupils and Parents Committee, SENCo and Assistant Headteacher