



**FURZE
PLATT**
SENIOR SCHOOL

**Accessibility Plan
2023-26**

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Full Governing Body
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0.1	2 nd June 2023	James Sheppard	First draft
0.2	November 2023	Bethan Stiles	Minor Changes

**Signed on behalf of
The Governing Body:.....**

Contents:

1. Statement of Intent.....	2
2. Legal Framework	2
3. Roles & Responsibilities.....	3
4. Accessibility Audit	3
5. Monitoring & Review	4
Accessibility Planning Duty 1: Curriculum	5
Accessibility Planning Duty 2: Physical Environment.....	7
Accessibility Planning Duty 3: Awareness and Communication of Information	9
Accessibility Planning Duty 4: Support Services.....	10

1. Statement of Intent

This plan outlines how Furze Platt Senior School aims to increase access to education for all members of the Furze Platt community, irrespective of their special educational need or disability (SEND) or personal identity. This includes students, staff, parents and members of the wider community. The plan considers the protected characteristics identified within the Equality Act 2010 and addresses all three areas required by the planning duties (the curriculum, physical environment and information).

This plan aims to:

- Increase the extent to which all students can participate in the curriculum, irrespective of SEND or personal identity.
- Improve the physical environment of the school to enable all members of the FPSS community to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to all members of the school community.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the individual and collective needs and views of students, parents and school staff.

Governors also recognise their responsibilities towards all employees and will:

- Monitor recruitment procedures to ensure that all individuals are provided with equal opportunities.
- Provide appropriate support and provision for all employees to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Students' parents.
- The Headteacher and other relevant members of staff.
- Governors.
- External partners.

2. Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Accessibility Plan
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Cyber-bullying Policy

- Admissions Policy
- Attendance & Truancy Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Students with Additional Health Needs Policy
- Suspensions & Exclusions Policy
- Uniform Policy
- Curriculum Policy
- Equality, Equity, Diversity and Inclusion Policy for Students
- Equality, Equity, Diversity and Inclusion Policy for Staff
- Raising Concerns at Work (Whistleblowing) Policy
- Complaints Policy

3. Roles & Responsibilities

3.1. Governors will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

3.2. The Headteacher will be responsible for:

- Ensuring that staff members are aware of the individual needs of students with SEND and medical conditions.
- Establishing whether a new student has SEND ~~any disabilities~~ or any medical conditions of which the school should be aware ~~of~~.
- Consulting with relevant and reputable experts if challenging situations regarding students' disabilities arise.
- Working closely with governors, LA and external agencies to effectively create and implement the school's Accessibility Plan.

3.3. The SENCO will be responsible for:

- Working closely with the Headteacher and governors to ensure that students with SEND are appropriately supported.
- Ensuring they have oversight of the needs of students with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate.

3.4. Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting all students to access their environment and their education wherever necessary, e.g., by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any student as a result of their SEND or personal identity.

4. Accessibility Audit

Governors will commission an annual Accessibility Audit. The audit will cover the following four areas.

- Access to the curriculum – governors will assess the extent to which all students can access the curriculum on an equal basis with their peers – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- Access to the physical environment – governors will assess the extent to which all students, staff, and other site users can access the physical environment on an equal basis with their peers – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors.
- Access to information – governors will assess the extent to which all students, and other stakeholders, can access information on an equal basis with their peers – building

awareness of staff through training and development and heightening children's awareness of issues related to SEND and personal identity, 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 SEND

- Access to support services – governors will assess the extent to which all students with disabilities and/or other protected characteristics (and/or their families) have access to relevant additional support services, both in-house and external.

When reviewing the audit, governors will consider all kinds of SEND including, but not limited to, the following:

- Ambulatory disabilities – this includes students who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account students' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

5. Monitoring & Review

- 5.1. This plan will be reviewed on an annual basis by governors and the Deputy Headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders.
- 5.2. The next scheduled review date for this plan is May 2024

Accessibility Planning Duty 1: Curriculum (LMS/PMG/BES/AW)

	Area for Development	Focus Group	Actions	Staff Responsible	Expected Outcomes	To Be Completed By	Review
Short Term	Increase vocational offer at KS4	Students	Two new Vocational Award courses being launched in September 2023 to broaden vocational offer	AAHT Curriculum	Courses running and populated with students in September 2023. First formal grades – Aug 2025. More suitable / accessible KS4 offer for all groups of students	Sept 2023	Mar 24
	KS3 curriculum intervention	Students	Implementation of KS3 RA style intervention	AHT Inclusion	Implementation of an alternative timetable for a small number of students with SEND: a subject withdrawal to give time for pre- or post- teaching and/or additional literacy and numeracy support.	Sept 2023	Mar 2024
Medium Term	Review 6 th Form curriculum	Students	Consider options available for our 6 th Form in light of incoming funding changes and qualification reviews.	AHT 6 th Form	Revised 6 th Form offer that meets the needs of students while complying with new funding offer. Revised 6 th Form offer that complies with qualification reform for AAQs.	May 24	Sep 24
	Increase vocational offer at KS4	Students	Research vocational courses for September 2024 which broaden vocational offer	AAHT Curriculum	Broaden KS4 curriculum further.	January 2024	Sep 2024
Long Term	Review and Development of an KS3 curriculum that is accessible to all	Students	Review of current KS3 curriculum and development of vocational opportunities for learning.	AAHT Curriculum, DHT Safeguarding and Intervention, Inclusion	Exploration and development of more options for a more vocational curriculum at KS3 for some students	Sep 25	Sep 2026
	Further develop LSA team	Students	Development of specialist LSAs who have developed expertise: e.g., Literacy, numeracy, Emotional literacy support, assistive technologies	AHT Inclusion	Learning Support team receive targeted CPD. LSAs deliver small-scale interventions in allocated areas of need	Sep 24	July 2027
<ul style="list-style-type: none"> • More capacity created to provide more alternative provision for students 'in house': construction course, Child Development, Duke of Edinburgh • Home learning club/study support provision developed • Laptops for Learning rolled out to Years 7 & 10 in September 2022 							

- Departments have adapted curricula in response to significant news events – for example English and History have developed new content in light of the Black Lives Matter movement.
- 6th offer broadened to include additional pathways and range of vocational and academic subjects.
- Additional support to ensure students achieve provided through the Raising Achievement Team

Accessibility Planning Duty 2: Physical Environment (PH/BES)

	Area for Development	Focus Group	Actions	Staff Responsible	Expected Outcomes	To Be Completed By	Review
Short Term	Expansion / Relocation of Learning Support	Students	New buildings to be erected by SHINE	Headteacher / Facilities Manager	New, enhanced facilities available, enabling easier and broader tailoring of support for SEN students	Sept 23	Dec 23
	Phase II - Fire safety & statutory compliance works	SLT/staff	Purchase of evacu-chairs for the upper floors of the english/science block and organise the appropriate training. PEEPS in place for all member of the school who need them.	Business Manager / Facilities Manager / AHT Inclusion	Ensuring the safe evacuation of all members of the school community, including those with physical difficulties.	Aug-23	Dec 23
	Grounds - additional CCTV coverage	Students	Installation of an additional 32 cameras across the FPSS site	Business Manager / Facilities Manager	Improved safety and security, due to increased coverage.	Aug-23	Sep-23
	Additional servery	Students / Staff	Second servery (old stage) to be relocated and replaced with a full-service capability (similar to current main servery). External works required for queuing arrangements	Business Manager / Facilities Manager	Increased access to a broader range of food for all students and staff	Oct-23	Dec-23
Medium Term	Food 'Pod'	Students / Staff	Creation of a food pod	Business Manager / Facilities Manager	Additional, third location (away from main serveries), to buy food available for students – broadening choice and accessibility. Contingent upon funding.	Feb-24	Apr-24
	Division of H10 to provide intervention space for external professionals (tutors, SALT, OT etc)	Students	H10 to be subdivided into two intervention rooms and a sensory/play therapy/calm down space	Facilities manager/AHT Inclusion	Increased access to specialist support from external professionals. More availability of existing meeting rooms for other uses and priorities.	Jan 24	July 24

Long Term	Replacement of the toilets in Art/Science	Students	Boys and Girls toilets replaced with individual cubicles	Facilities Manager	Cost-permitting, Appropriate toilet facilities for all students, irrespective of personal identity.	Aug 26	Sep 27
	Further development of walkways to improve access including paving of west drive	Students / Staff / Parents	Ongoing review of all pathways and access points	Facilities Manager	Cost-permitting, all parts of the school accessible for all people including those with limited mobility	Aug-26	Sep-27
	Ensuring that every department has at least one classroom that is fully accessible to all.	Students/Staff	Installation of ramps, widening of doorways,	Facilities Manager	Cost-permitting, Classrooms adapted or moved within the following departments: IT, PR, Business, Criminology/Psychology,	Aug-26	Sep-27

Summary of progress over the past three years

- Ongoing re-painting of all paint markings in external areas
- Additional disabled toilets in the new teaching block
- Clear, colour coded signage for departments across the school
- New teaching block fully accessible, including lift to all floors and emergency refuges
- Physical spaces in SHINE adapted / extended to increase the effectiveness of support offered to SEND students
- Redevelopment of catering facilities, improving access
- All site development plans as part of the secondary expansion plans meet the aims of the accessibility plan
- Development of facilities for medical aid

Accessibility Planning Duty 3: Awareness and Communication of Information (JMS/BES/LL)

	Area for Development	Focus Group	Actions	Staff Responsible	Expected Outcomes	To Be Completed By	Review
Short Term	Further develop communication channels	Students / Staff	Review and implement improved communication channels for students and staff	Deputy Head teacher Quality of Education	Two-way communication channels improved for all students and staff – accessibility for all, ensuring all are better informed and involved.	Jan 24	May 24
	Review of SEND information	Students/ Staff	Audit of SEND register and other information held regarding student's needs on SIMs, T:Drive, SharePoint and Provision map	AHT Inclusion	Accurate information held and communicated in a streamlined way. Processes in place for the checking of information collated from outside sources e.g. Primary schools.	Jan 24	May 24
Medium Term	Further develop communication channels	Parents / Community	Research and develop improved and accessible communication channels to parents and the wider community	Deputy Headteacher	Parents and local community more involved in school	Sept 24	Sept 25
Long Term	Accessibility of website	Students / Parents	Review accessibility of website	Deputy Headteacher	Improved access by all to information shared online.	Sep 25	Sep 26

Summary of progress over the past three years

- 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
- Development of Furze Platt and Shine as providers of expert training and support for ASD.

Accessibility Planning Duty 4: Support Services (LL/BES)

	Area for Development	Focus Group	Actions	Staff Responsible	Expected Outcomes	To Be Completed By	Review
Short Term	Further embed Behaviour for Learning Policy	Students	Ensure that next steps, such as development of restorative processes, support all students	SLT	Negative behaviours of all student groups decrease	Dec 23	Mar 24
	Enhanced use of School Nurse	Students	Further develop relationship between school, SEN and pastoral teams to enhance support for students To increase safeguarding expertise of School Nurse	Deputy Headteacher Safeguarding and Interventions AHT Inclusion	Medical team better able to support safeguarding team with most vulnerable students	Dec 23	Mar 24
	Use of Pastoral space	Students / Staff	Review use of pastoral space in order to ensure more positive physical environment Further improve the consistency of pastoral appointment system.	DHT Behaviour and Ethos	More accessible space for students and staff More timely pastoral support for our most vulnerable students.	Sept 23	Dec 23
Medium Term	Increase range of Alternative Provision available	Students	Expand our relationship with alternative providers in order to meet a range of needs and will continue to expand e.g., Aspire, BCA To increase range of interventions delivered by staff in House to meet the needs of a wider range of students	Deputy Headteacher Safeguarding and Interventions	Broader range of Additional and Alternative Provisions on offer to all students who need it both within school and from external providers.	July 2024	Dec 25

	Support for mental health	Students / Staff / Parents	Develop in house expertise for supporting people with mental health issues.	Deputy Headteacher Safeguarding and Interventions	More timely support available for all those who need mental health support. Additional training available for all staff	July 2024	Dec 25
	Evaluation of existing interventions and Alternative provisions	Students	Processes in place for referrals, assessment, target-setting and review of all interventions facilitated in-house		More efficient allocation and use of resources to support students	May 24	July 24
Long Term							
Summary of progress over the past 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 • Closer working and aligned procedures between the Pastoral and SEND teams. • Well established relationship with FoodShare • Seek more cost-effective methods to provide counselling support in challenging financial context 							