



Accessibility Plan 2025-28

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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 AHT Inclusion 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 undertake 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 conducting 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 November 2028.

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

	Area for Development	Focus Group	Actions	Staff Responsible	Expected Outcomes	To Be Completed By	Review
Short Term	Review vocational offer at KS4	Students	Review suitability of current KS4 offer and explore alternatives	DHT Q of E	Courses running and populated with students in September 2026. First formal grades – Aug 2028. More suitable / accessible KS4 offer for all groups of students	Sept 2026	Mar 27
	KS3 connect curriculum	Students	Continued implementation of new KS3 connect model	AHT Inclusion, AHT KS3	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. Year 7 model to be reviewed and assess whether should be expanded across KS 3.	Sept 2026	Mar 2027
	Embed the HLTA role	Students	Recruit an HLTA for Shine Further embed and review role of HLTA LS upon BES maternity return.	AHT Inclusion, SENCo, Head of Shine	HLTAs embedded across Inclusion team. HLTA's receiving targeted CPD. HLTA's sharing best practice with wider learning support team.	March 2026	Sept 2026
Medium Term	Review 6 th Form curriculum	Students	Continue to review 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.	Nov 2027	Sept 28
	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.	Sept 2027	March 2028
Long Term	Review and development of an KS3 curriculum that is accessible to all	Students	Continued review of current KS3 curriculum and development of vocational opportunities for learning.	DHT Q of E, DHT Safeguarding and Intervention,	Exploration and development of more options for a more vocational curriculum at KS3 for some students	Sep 2028	Sep 2029

				AHT Inclusion, AHT KS3			
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Summary of progress over last 3 years

- Home learning club/study support provision developed
- Laptops for Learning rolled out to all year groups
- 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 Form subjects have been reviewed and some addition e.g. Medical Science
- Additional support to ensure students achieve provided through the Raising Achievement Team at KS3
- Introduction of the Connect Curriculum and further development of its offer in September 2025.
- Embedded KS3 Raising Achievement

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

	Area for Development	Focus Group	Actions	Staff Responsible	Expected Outcomes	To Be Completed By	Review
Short Term	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 - Complete
	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 - Complete
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
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
	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	Cost-permitting, increased access to specialist support from external professionals. More availability of existing meeting rooms for other uses and priorities.		
	Further development of walkways to improve access	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

	including paving of west drive						
	Ensuring that every department has at least one classroom that is fully accessible to all.	Students/Staff	Installation or 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 and learning support.
- Redevelopment of catering facilities, improving access
- Development of facilities for medical aid, including reconfiguring medical room to have secondary chamber.
- Expansion of learning Support Department
- Development of learning support garden to include basketball court
- Development of fire evacuation PEEP
- Introduction of a formal fire evacuation and lockdown policy document. Staff have to read and sign this off annually.
- Increase in number of fire evacuation chairs and number of trained staff.
- Additional café servery completed.
- Improvements to walkways on upper West drive completed.
- Site upgrades to allow for pupil to use an electric wheelchair.
- Fire magnets on doors in corridors to allow wheelchair use around site.
- Increased consideration of accessibility needs for visitors when on tours, open evening, events e.g. reserved seating, accessibility maps, accessibility key access.
- Increased use of adaptive equipment across site for staff i.e. Standing desks, adaptive seats.
- Increased use of adaptive equipment across site for students i.e. ergonomic chairs in science for key students.

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

	Area for Development	Focus Group	Actions	Staff Responsible	Expected Outcomes	To Be Completed By	Review
Short Term	Review of SEND information	Students/ Staff	Annual audit of SEND register and other information held regarding student's needs on Arbor, Sharepoint and Provision map. Data to be reviewed with introduction of Arbor.	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.	May 2026	Sept 2026
	Increase first aid trained staff to allow all students to access trips	Students	<p>Increased first aid training of staff. Including 'train the trainer'.</p> <p>Increased controlled substance dispensing training for staff (i.e for ADHD medication).</p> <p>Increased bucculum training for staff.</p> <p>Increased epi-pen training for staff.</p>	Medical officer	<p>Increased range of trained staff available to attend trips to support pupils with medical needs.</p> <p>Equal opportunities for pupils to attend trips.</p>	March 2026	Sept 2026
Medium Term	Further develop communication channels	Parents / Community	Research and develop improved and accessible communication channels to parents and the wider community	DHT Q of E	Parents and local community more involved in school	Sept 26	Sept 27
Long Term	Accessibility of website	Students / Parents	Review accessibility of website	DHT Q of E	Improved access by all to information shared online.	Sep 27	Sep 2029
Summary of progress over the past 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 All staff have Autism training from Shine outreach when join the school. 							

- Training on ADHD and dyslexia delivered.
- Ongoing training for staff on the needs of individual students
- Shine and LS working collaboratively as 'Inclusion team'
- Development of Furze Platt and Shine as providers of expert training and support for ASD.
- Increase in information communicated to parents via social media, StudyBugs and parent mail emails/texts.

Accessibility Planning Duty 4: Support Services (RAL/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 positive reinforcement is at the forefront of behaviour for learning.	SLT	Negative behaviours of all student groups decrease. Data for disadvantaged groups is trackable and comparable to their non disadvantaged peers.	July 2026	Dec 2026
	Enhanced use of School Medical Officer following appointment of new SMO.	Students	Further develop relationship between school, SEN and pastoral teams to enhance support for students To increase safeguarding expertise of School Nurse	DHT Safeguarding and Interventions AHT Inclusion	Medical team better able to support safeguarding team with most vulnerable students	May 2026	September 2026
	Use of pastoral managers	Students / Staff	Provide students with more access to their pastoral managers.	DHT Behaviour and Ethos	More access to pastoral managers for all students.	Sept 2026	Jan 2027
Medium Term	Support for mental health	Students / Staff / Parents	Implementing 3-year strategy	DHT Safeguarding and Interventions	More timely support available for all those who need mental health support. Additional training available for staff. Increased mental health awareness across school community.	Sept 2026	Feb 27
Long Term	Evaluation of existing interventions and Alternative provisions to adapt each year depending on financial needs.	Students	Processes in place for referrals, assessment, target-setting and review of all interventions facilitated in-house Process in place for manageable quality assurance for	DHT Safeguarding and Interventions	More efficient and financially viable allocation and use of resources to support students	Sept 2027	January 2028

	Evaluation of existing interventions and Alternative provisions to adapt each year depending on financial needs.	Students	Process in place for manageable quality assurance of off-site provider, in line with KSCIE.	DHT Safeguarding and Interventions	More efficient and financially viable allocation and use of resources to support students	Sept 2027	January 2028
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, Kickstart, Canine Assisted Learning • Established target setting and tracking process for interventions. • Closer working and aligned procedures between the Pastoral and SEND teams facilitated via EduKey. • Well established relationship with FoodShare • Established relationship with Baby bank, Spoores Merry Rixman and Adults Learning services. • Increased use of AQA Single Unit Awards across Shine and construction pathways. • 4 days counselling available each week maintained. • Senior Mental Health qualification achieved and 3-year strategy produced. • Started working with Harmony and Momentum as alternative provision. 							