

The Friary School

ACCESSIBILITY PLAN 2023-2024

This policy document relates to all of the school's aims and should be viewed alongside the schools SEND Policy.

Context of the Action Plan

This plan seeks to address the statutory requirements of the Equality Act 2010.

It seeks to increase the extent to which students with disabilities can participate in the curriculum, improve physical environment and improve accessibility of information.

The plan may be amended in the light of changing circumstances and annual reviews.

Definition (Equality Act 2010)

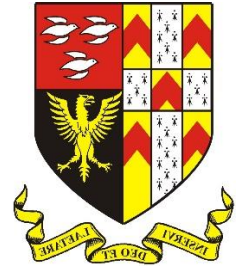
"A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities."

The Friary School is a designated "pathway" school and its environment has been adapted to suit the needs of physically disabled students.

Key Commitment

The Friary school has five key commitments which underpin our daily practice and inform the direction of annual priorities:

- We will continue to make reasonable adjustments to avoid disabled people being placed at a disadvantage.
- We recognise the need to make changes to our practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what we offer to the same extent as a person without a disability.
- We recognise that taking steps to meet the needs of a disabled person may require them to be treated more favourably in order to ensure that they are able to access what we offer to the same extent as a person without a disability.
- We do not discriminate against a disabled student, with regard to admissions, simply because that student is disabled and this is reflected in our Admissions Policy.
- We will provide auxiliary aids or services for a disabled student, when it is reasonable to do so, to ensure that the student is not at a disadvantage in comparison to a non-disabled student.



PRIORITY 1

To improve access to the curriculum and provision for all SEND students

Objective	Action	Success Criteria	Responsibility	Completion Date	Review
To ensure full awareness of and appropriate interventions by every subject teacher for SEND students.	To maintain the Class Support Plan package Monitor effective provision of Quality First Teaching	Effective provision for all SEND students. Evidence through Lesson Observations, Learning Walks and Work Scrutiny At least good outcomes for the majority of SEND students	LHN (DHT) LED (SENCO) SSN (AHT)	Sept 2023	Jan 2024 July 2024
To ensure HLAs (Home Learning Assignments) and Online Learning are appropriately differentiated	Check HLAs and Online Learning for accessibility, legibility and readability Teacher recordings explaining HLA Check tasks are appropriate and accessible; Eg - manageable chunks, short-term goals SEND provision Homework Club	Positive feedback from parents / students during SEND reviews High attendance levels Review of Show My Homework / Satchel One	LHN (DHT) LED (SENCO) SSN (AHT)	July 2023	Jan 2024 June 2024 Sept 2024

Objective	Action	Success Criteria	Responsibility	Completion Date	Review
To ensure suitably adapted learning resources are in place	CPD training on SEND provision; adapted tasks, reasonable adjustments including Eg - coloured paper, writing frames, and assistive technologies	At least 'good' T&L provision observed via self-evaluation At least good outcomes for the majority of SEND students	LHN (DHT) LED (SENCO) SSN (AHT)	July 2023	Jan 2024 July 2024
To externally audit our provision for students with dyslexia and dyslexic tendencies	Apply for Dyslexia Friendly Status via the British Dyslexia Association Audit provision and deliver CPD to support teachers and learners Extend provision to further raise standards	Achieving the Dyslexia Friendly Quality Mark (Achieved Dec 22) Lesson observation and work scrutiny feedback Sustained use of dyslexia friendly strategies evidenced through lesson observation	LHN (DHT) LED (SENCO)	Dec 2023	Jan 2024 July 2024
To develop a programme of bespoke interventions to support engagement and attendance for students with specific learning needs.	To utilise expertise within learning support and inclusion to support the successful reintegration of students who have been unable to access the curriculum.	Implementation of LEAP - Learning, Engagement and Attendance Plan To successfully support the reintegration of students back into mainstream	LHN (DHT) LED (SENCO) SWH (AHT)	July 2024	Jan 2024 July 2024

Objective	Action	Success Criteria	Responsibility	Completion Date	Review
To make sure that student access arrangements are reviewed in order to provide appropriate provision for examinations	Annual review of student provisions Programme of assessment for access arrangements Liaison between the Exams Officer and SENCO to ensure provisions are put in place	Provisions are implemented for students who meet access requirements External verification of provisions	LED (SENCO) MCN (Exams Officer) ROD (AHT)	May 2024	July 2024
Effectively meeting the needs of students with disabilities	Information and CPD for staff including teachers, TAs and support staff where specific needs need to be met and managed	Effective support for identified students ensuring they are able to effectively access their learning and are kept safe in school	LHN (DHT) LED (SENCO) LPT (School Manager)	June 2024	Jan 2024 July 2024

PRIORITY 2

To improve SEND specialist facilities and rooming

Objective	Action	Success Criteria	Responsibility	Completion Date	Review
To review the impact of the new learning base for SEND students - both in terms of outcomes and well-being	Targeted intervention work with appropriate SEND students	At least good outcomes for a large majority of SEND students	LHN (DHT) LED (SENCO) MAN (HT)	July 2024	Jan 2024 July 2024

Objective	Action	Success Criteria	Responsibility	Completion Date	Review
To maintain the nurture room / social skills lunch / break facilities so that the design better meets the specific needs of current cohort of students	Identified students requiring access where barriers present around communication and interaction, sensory and physical need	<p>High levels of students with communication and interaction and sensory and physical needs attendance in facility</p> <p>Reduced unsupervised incidents with students experiencing challenges around and communication and interaction and sensory processing</p>	LHN (DHT) LED (SENCO)	July 2023	Dec 2023 July 2024
To provide an outdoor gardening space for students within the Creative Communication Group to work together	Identify a space for targeted students with SLCN to work together and improve communication skills	<p>Space identified</p> <p>Improved pupil engagement and communication from targeted students</p>	LHN (DHT) LED (SENCO)	July 2023	Dec 2023 July 2024
Improve the quality of interior lighting within classrooms and corridors	<p>All lighting to be LED lighting in corridors and classrooms</p> <p>Motion sensor switches to be fitted to enable easy movement around the site</p>	Completed updates to lighting	MAN (HT) LPT (School Manager)	Oct 2023	Oct 2023 Dec 2023

Objective	Action	Success Criteria	Responsibility	Completion Date	Review
Improve the quality of external lighting to ensure the site is well lit and accessible for visitors and students during the winter months	All external lighting reviewed and updated	All public areas of the site are well lit and accessible during hours of darkness	MAN (HT) LPT (School Manager)	July 2023	Oct 2023 Dec 2023
Create more accessible student bathroom facilities	Student toilets refurbished to include open plan access	Open plan toilets in place Ease of access for students	MAN (HT) LPT (School Manager)	July 2024	Dec 2023 Mar 2024 July 2024
Ensure lift access around the school and to the first-floor classrooms is safe and effective	Updates and maintenance to existing lift facilities	Lifts fully functioning	MAN (HT) LPT (School Manager)	Sept 2023	Oct 2023 June 2024
Ensure maintenance of hoist equipment and evacuation chairs	Maintenance checks and repairs carried out	All equipment functioning and PD pupils able to access the site	MAN (HT) LPT (School Manager)	Sept 2023	Oct 2023 June 2024
Improve ease of access and 'flow' of movement around the school site to improve transition times within the school day	Permanently implement a one-way system around the school site Clear sign posting around school to show the direction of preferred movement	One-way system in place and used by all students	RBS (AHT) LPT (School Manager)	Sept 2023	Oct 2023 Mar 2024 June 2024

Reviewed By	Full Governors	Implementation Date	Oct 2023	Review Date	Oct 2024
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