

# The Friary School

## ACCESSIBILITY PLAN 2024-2026

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.	<p>To implement the new EduLink package (replacing our Class Support Plan model)</p> <p>To adapt practise as the model rolls through to ensure standards of support are maintained</p> <p>Monitor effective provision of Quality First Teaching</p>	<p>Effective provision for all SEND students.</p> <p>Evidence through Lesson Observations, Learning Walks and Work Scrutiny</p> <p>At least good outcomes for the majority of SEND students</p>	<p>LHN (DHT)</p> <p>LED (SENCO)</p> <p>SSN (AHT)</p>	<p>Sept 2024</p> <p>Jan 2025</p> <p>June 2025</p> <p>June 2026</p>	<p>June 2025</p> <p>June 2026</p>
To ensure HLAs (Home Learning Assignments) and Online Learning are appropriately differentiated	<p>Check HLAs and Online Learning for accessibility, legibility and readability</p> <p>Teacher recordings / videos explaining HLAs in place</p> <p>Check tasks are appropriate and accessible; Eg - manageable chunks, short-term goals</p> <p>Support SEND provision via Homework Club</p>	<p>Positive feedback from parents / students during SEND reviews</p> <p>High attendance levels</p> <p>Review of Show My Homework / Satchel One</p>	<p>LHN (DHT)</p> <p>LED (SENCO)</p> <p>SSN (AHT)</p>	<p>Jan 2025</p> <p>July 2025</p> <p>July 2026</p>	<p>July 2025</p> <p>July 2026</p>

Objective	Action	Success Criteria	Responsibility	Completion Date	Review
To appoint a physical handling / toileting staff member to facilitate Pathways students	CPD training on SEND provision; adapted tasks, reasonable adjustments including Eg - coloured paper, writing frames, and assistive technologies	Appointee in place Effective provision for Pathways students as required	LHN (DHT) LED (SENCO)	Nov 2024 Jan 2025 June 2025 June 2026	June 2025 June 2026
To externally audit our provision for students with dyslexia and dyslexic tendencies	To re-apply for Dyslexia Friendly Status via the British Dyslexia Association  Audit provision and deliver CPD to support teachers and learners  Extend provision by sharing practise across our Trust	Re-qualify for the Dyslexia Friendly Quality Mark (originally achieved Dec 2022)  Lesson observations and work scrutiny feedback  Sustained use of dyslexia friendly strategies evidenced through lesson observations  Support offered to Trust partner schools	LHN (DHT) LED (SENCO)	June 2025 June 2026	June 2025 June 2026
To extend our programme of bespoke interventions to support engagement and attendance for students with specific learning needs (as per our LEAP programme).	Extended online tutoring provided by the school  Extended online provision provided by SCC - as per attendance approach	Implementation of school-led tutoring package for non-attenders (where appropriate)  To successfully support the reintegration of students back into mainstream	LHN (DHT) LED (SENCO) RBS (DHT)	June 2025 June 2026	June 2025 June 2026

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) SGG (AHT)	Mar 2025 Mar 2026 June 2026	Mar 2025 Mar 2026 June 2026
Provision of targeted sporting pursuits for Pathways students to facilitate entry into OCR Sport qualification	Identification of appropriate sports  Provision of sports; including equipment, training, lesson, etc	Effective support for identified students ensuring they are able to effectively access their learning and are able to succeed in the OCR qualification	LHN (DHT) LED (SENCO) SFR (HoF)	Jan 2025 Apr 2025 June 2026	June 2025 June 2026

## PRIORITY 2

### To improve SEND specialist facilities

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 and extended 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	High levels of students with communication and interaction and sensory and physical needs attendance in facility  Reduced unsupervised incidents with students experiencing challenges around and communication and interaction and sensory processing	LHN (DHT) LED (SENCO)	June 2025 June 2026	June 2025 June 2026
Ensure maintenance of hoist equipment and toileting facilities for Pathways students	Maintenance checks and repairs carried out	All equipment functioning and students able to access facilities with specialist support	LHN (DHT) LED (SENCO) LPT (SM)	Nov 2024 Jan 2025 June 2025 June 2026	June 2025 June 2026
Improve ease of access and 'flow' of movement around the school site to improve transition times within the school day	Re-promote our 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 2024 June 2025 June 2026	June 2025 June 2026

<b>Reviewed By</b>	Full Governors	<b>Implementation Date</b>	Jan 2025	<b>Review Date</b>	Sept 2026
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