



THE FULHAM BOYS SCHOOL

ACCESSIBILITY PLAN 2021

REVIEW DATE

Summer 2023

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AIMS

1. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Please refer to the Equals Opportunities Policy, SEN and Disability Policies.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Accessibility arrangements to assist the inclusion of pupils with SEN and disabilities The following measures are in place to ensure the physical accessibility to students with SEN and Disabilities:

- handrails along stairs/steps
- seating plans are organised according to the needs of individual pupils
- refuge areas to all staircase landings for emergency access and audio connection to main reception
- inter-active hearing loop installed to at the desks to reception and the sports hall secondary hall.
- accessible toilets with emergency alarm loop to main reception to summon assistance if required.
- medical room has additional wheelchair to assist visitors.
- lifts to facilitate wheelchair access to all floors, with DDA compliant doors, audible landing announcement and tactile operator keys
- ramp entry /exit to the playground and electric gates to enable wheelchair access to main building
- automatic door at main reception and DDA compliant reception desk.

The following measures are in place to improve curriculum access for students with SEN and Disabilities:

- differentiated content and range of Teaching & Learning approaches to ensure access.
- special arrangements made for disabled students to participate in school trips
- facility to enlarge worksheets or change font format.
- therapy programmes are provided for some pupils who are suffering from emotional and behavioural difficulties
- LSAs are assigned to particular groups and individuals to support their learning

- co-teachers are assigned to a number of classes to facilitate learning and increase progress
- consideration of students specific needs during placement in teaching groups

The following equipment has been purchased to assist students to access the curriculum:

- individual chromebook computers
- colour photocopier to photocopy resources for partially sighted students
- mobile height adjustable desks in all classrooms
- Literacy software for pupils with a low reading age upon entry

Staff and training arrangements to aid inclusion of students with SEN and Disabilities:

- Tailored SEN staff training and induction for during INSET
- LSA training
- Special arrangements/adjustments made to enable disabled/ SEN students to be included in school trips or offsite activities. E.g. additional staff at sports afternoon.
- Provision of an in house specialist dyslexia teacher and ELSA specialist
- Liaison with outside agencies including;
 - Speech and Language Therapist
 - Educational Psychologist
 - School Nurse
 - CAMHS

ACTION PLAN

Aim	Current good practice Include established practice, and practice under development	Objectives State short, medium and long- term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for all pupils and pupils with ALN.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Short term: Core of the Curriculum document are in place to ensure all students are supported to meet age related expectations.</p> <p>medium term : Core of the Curriculum documents are used by teachers regularly</p> <p>Long term: Core of the Curriculum documents are embedded in programmes of study and inform planning.</p>	<p>Resources to be tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs</p>	<p>Headteacher/SLT /HODs</p>	<p>Ongoing</p>	<p>Curriculum is in place and school self-evaluation activities demonstrate that these processes are in place.</p>

			of all pupils.			
Maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Lifts ● Corridor width ● Accessible toilets and changing facilities ● Adequate lighting in all areas. 	Individual Risk Assessments completed as required.		SLT, HoDs	Ongoing	<p>All risk assessments completed</p> <p>On-going dialogue between parents and carers.</p> <p>Appropriate adjustments made as found.</p>
Improve the availability of accessible information to disabled pupils	Whole school uses visuals to support the delivery of information for children with disabilities.	Regular review of environment with the needs of pupils in mind		SLT, HoDs	Ongoing	Monitoring will show that all staff are consistently using visuals to support children with additional needs and disabilities.