



The Fernwood School

High Achievement with Care & Discipline for All"

ACCESSIBILITY PLAN 2023-2026

This policy will be monitored regularly and evaluated so that it remains responsive to current issues. This will be co-ordinated by the SENCO.

Approved: November 2023
Next review: November 2026
Status: Statutory



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1. Policy Aims

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 pupils with disabilities can participate in the curriculum;
- ☛ Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;
- ☛ Improve the availability of accessible information to pupils with disabilities.

This policy and action plan aims to remove possible barriers to learning over a period of time through careful planning.

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

2. 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. School Aims

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.

The school aims to provide an outstanding quality of education which is broad, balanced and engaging. The curriculum provision provides students of all abilities with the necessary building blocks of knowledge, skills and understanding to enable all learners to be successful at both Fernwood and beyond.

The Fernwood school aims to provide a curriculum and environment which is accessible for all students, staff and visitors. The school is inclusive, valuing and including all students, staff, parents



and visitors regardless of their prior education, physical, sensory, social, emotional, cultural and spiritual needs and abilities, in all aspects of school life.

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.

4. Monitoring Arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCO and Headteacher.

It will be approved by the governing body.

5. Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- ☞ Risk assessment policy
- ☞ Health and safety policy
- ☞ Equality information and objectives (public sector equality duty) statement for publication
- ☞ Special educational needs (SEN) information report
- ☞ SEND policy
- ☞ Supporting pupils with medical conditions policy

6. Accessibility Plan

Overall, the accessibility plan will contain relevant actions to:

- ☞ Improve access to the curriculum for students with a disability, expanding where necessary to ensure that our students of SEND are equally prepared for adult life as are all of our students. This covers teaching and learning and the wider curriculum of the school such as participation in extra curricular activities, on and off site
- ☞ Ensure access to the physical environment of the school, adding any specialist facilities as necessary. This includes improvements to the physical environment of the school as well as physical aids to access education
- ☞ Improve the delivery of written information for students, staff, parents, visitors, and governors.



Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Target	Actions			Evidence of success to be collected to measure progress	Dates to be completed
		How	Who	Resources		
Improving Curriculum access						
To improve the outcomes of all SEND students through greater access to the curriculum.	<p>Ensure earlier identification of need and appropriate intervention offered.</p> <p>Continue to raise awareness of disability issues and provide training relating to health conditions.</p> <p>All out of lesson and school activities are planned to ensure</p>	<p>Detailed provision plans created with the student, keyworker and parents using a child centred approach. Including hard and sift data.</p> <p>Referrals to appropriate services.</p> <p>Communication between school and families.</p>	<p>Students, SENDCO, Staff, pastoral team, Parents, stakeholders,</p>	<p>Provision plans. Transferred files, EHCP's, referral forms.</p> <p>SEND information booklet accessible to all staff.</p>	<p>Detailed provision plans in place, read and utilised by staff.</p> <p>Bespoke teaching and learning strategies implemented by teaching and support staff.</p> <p>Keyworker staff complete a minimum of termly check ins with all SEND students and plans updated when required.</p> <p>Student behaviour is improved within lessons.</p>	Annually



	the participation of SEND students.	<p>Information of needs shared through transitions from primary schools or other educational settings.</p> <p>Continually review policy and procedures relating to SEND</p> <p>Review all out of school provision to ensure compliance within legislation.</p>			<p>Tracking and monitoring of effectiveness of provision plans.</p> <p>Improved attainment, progress and attendance of SEND students.</p> <p>Increased uptake of out of school activities for SEND students.</p>	
To improve the outcomes of students with identified cognition and learning needs through greater access to the curriculum	Ensure that teaching and learning meets the needs of all learners through adaptive teaching and scaffolding.	All faculties make provision for adaptive teaching development. Where necessary, schemes of learning will be	SLT, SENDCO	Training or CPD delivered by EP, specialist services, stakeholders or SLT.	<p>Learning walks and lesson observation evidence indicates the needs of all learners are being met.</p> <p>Evaluations and observations from outside agencies, LA</p>	<p>On- going</p> <p>Annually</p>



		<p>revised to show how the different needs of different students will be met within lessons.</p> <p>Whole school staff training will support staff in planning the delivery of lessons for a variety of needs.</p> <p>To develop an accessible KS4 pathway with a variety of suitable qualifications which includes a focus on life skills and employability skills.</p>			<p>inclusion support teams and stakeholders will be positive.</p> <p>Bespoke tool for reporting to parents.</p> <p>Termly and annual results audit.</p> <p>Annual reading scales assessed.</p> <p>Students grades, levels of progress, attainment data, appropriate outcomes.</p> <p>Data analysis shows progress for SEND students in line with expectations and targets.</p> <p>Preparing for adulthood, work and the next steps in education.</p> <p>Needs of all SEND students are addressed by all teachers and</p>	
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		To include vocational qualifications within the KS4 pathways with a route into GCSE.			support staff. SEND students feel supported.	
To improve the outcomes of students with identified cognition and learning needs through greater access to the curriculum	To develop the use of technology to support students with the articulation of written work and assessments.	<p>Increase the funding for laptops and iPad. Including Laptop trolleys or space to charge devices.</p> <p>All departments ensure that students can have access to a computer or device.</p> <p>Annual audit of the ICT needs of students with disabilities.</p>	Study support staff, teaching staff, specialist services and stakeholders.	<p>Laptops, I pads or devices.</p> <p>Students and staff trained in the use of devices or programmes to support the use of devices.</p>	<p>All students who require ICT support can access the curriculum and achieve.</p> <p>Funding identified and applied for.</p> <p>Students identified and in receipt of assistive technology.</p> <p>Improvement in student engagement.</p> <p>Reduction in negative behaviour inside the classroom and an increase in behaviour for</p>	On-going



		Tracking of signing devices in and out of study support.			learning/effort/home learning scores.	
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Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Target	Actions			Evidence of success to be collected to measure progress	Dates to be completed
		How	Who	Resources		
Improving the physical environment of the school						
Ensure students, parents, staff and governors are not excluded from accessing the premises.	<p>To improve the outcomes of students with physical and sensory needs.</p> <p>To ensure most areas of the school are accessible for all.</p>	Conduct an annual audit of the school premises considering the specific needs of any student either current or prospective.	Site staff, CVS, SENDCO, Principle, SLT, HOY's,	<p>Access and environment audit.</p> <p>Walk rounds with key staff and students with access needs.</p>	<p>All students, staff, parents and governors can access the school and its facilities.</p> <p>Ground floor classrooms are accessible to all.</p> <p>Students with physical disabilities are timetabled into accessible rooms.</p>	Annually audit or when updates needed.
Ensure all parents with disabilities are involved in all aspects of the child's education.	To provide disabled parents with opportunities to always be involved.	Utilise disabled parking spaces for disabled/designated to drop off and collect children.	Whole school team.		Parents with disabilities feel more involved and do not feel discriminated against.	Ongoing



		<p>Arrange interpreters to communicate with deaf parents.</p> <p>Offer telephone calls to explain letters to parents who need it.</p> <p>Create a more proactive approach to identifying the access needs of and requirements of our disabled parents.</p>			<p>Parents take more of an interest and be involved in their child's daily education.</p> <p>Regular attendance at school events by parents with disabilities.</p>	
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Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Target	Actions			Evidence of success to be collected to measure progress	Dates to be completed
		How	Who	Resources		
Improving the provision of providing information						
Ensure students, parents, staff, and governors can access all information.	<p>Make available written material in alternative formats as and when required.</p> <p>Review documentation as required with a view of ensuring accessibility for students with Visual impairment.</p>	<p>The school to make itself aware of the services available through the LA for converting written information into alternative formats.</p> <p>Staff make resources available in larger print for students with VI needs.</p>	Teachers of VI, SENDCO, Admin staff.	Electronic devices, magnifying glasses, Enlarged text, ICT software	<p>VI Students receive work, handouts and information in their advised enlarged text or through the use of an electronic device.</p> <p>School brochures, school newsletters and other information for students, parents, staff and governors are available in alternative formats if and when required.</p> <p>Delivery of information to parents improved.</p>	Ongoing



		Customised resources for individuals with Visual impairment				
Ensure greater communication to parents.	<p>To establish a group for parents of students with SEND</p> <p>To clearly share support and information to parents of students with SEND</p>	<p>Create an accessible parent padlet of SEND information which they can use when needed.</p> <p>Share links to free courses and help groups for parents of SEND</p>	SENDCO	Padlet, School premises	<p>A successful uptake of parents who access the support put in place for them.</p> <p>Parental engagement in 1:1 and group meetings.</p> <p>LA services provide support and training for parents accessed through the school.</p>	September 2025