

Policy and Procedure Number:	C20	Reviewed November 2021
Management Area:	Whole School	Next Review November 2024
ACCESSIBILITY PLAN		



FREDERICK GENT SCHOOL

**FREDERICK GENT SCHOOL'S ACCESSIBILITY
PLAN, WHICH COVERS THE PERIOD FROM
2021-24,
IS DETAILED IN THE FOLLOWING PAGES.**

Accessibility Plan 2021-2024

Frederick Gent School continues to make every effort to include all students in the life of the school both in terms of the formal and informal curriculum. In the school building, the design of the physical layout takes into account and addresses issues of accessibility for all students and staff. The curriculum provided is broad and balanced. Curriculum Leaders work closely with the SENDCO and Achievement Leaders for each Year Group to ensure that students receive the appropriate written, verbal and audio information. The following plan has been produced in order to maintain good standards of accessibility for all students and takes into account the most up-to-date knowledge of students with disabilities due to enter Frederick Gent in the coming two to three years.

The Accessibility Plan forms part of the school's Equal Opportunity policies.

	Objectives	Action	Staff Responsible	Outcomes	Time Frame	Goals Achieved
	Curriculum Accessibility					
	1. To continue to ensure learning and teaching (L&T) resources are differentiated and take into account different levels of ability.	Curriculum staff to scaffold learning in schemes of work and lesson planning and to produce a range of appropriate resources. All teaching staff to have Inset on scaffolding.	Subject teachers, Curriculum Leaders, HLTAs and TAs	Students engaged in learning at an appropriate level and making good progress in line with target grades	On-going	
	2. To continue to ensure written material is available in alternative formats for students with visual impairments.	Curriculum and support staff to work collaboratively to ensure that the appropriate modifications are made to written materials	Subject teachers, support staff, Curriculum Leaders.	Visually impaired students are able to access all courses	On-going	
	3. To continue to ensure that staff are aware of the specific difficulties experienced by students with disabilities and of strategies that can be used to support them.	Student information spreadsheet details needs and interventions in place for all students. Student passports identify areas of difficulty and strategies for support for individual students. Staff can access this information at any time via the school's secure network. Student passports are working documents which are updated regularly in response to changing needs of students / greater understanding of strategies to support them.	SENDCO, all staff within school who interact with students	Staff address individual needs in lesson planning, preparing resources and in personalized support within the classroom	On-going	

	Objectives	Action	Staff Responsible	Outcomes	Time Frame	Goals Achieved
		The SENDCO arrange meetings to inform staff of specific individual needs where necessary and will circulate additional information where appropriate.				
	4. To continue to develop the range of more personalised curriculum opportunities, including work placements.	To continue to develop new opportunities for accredited courses for targeted students in Years 9 -11 within school successful accredited alternative provision. Also arrange work placements for targeted students	– SENDCO, Achievement Leaders years 9-11 Achievement Co-ordinator	Students gaining formal accreditation, contributing to points scores Successful work placements for targeted students	On-going	
	5. To enable students with behaviour and/or emotional and/or social difficulties to access the curriculum more effectively.	Phase provision meets the needs of targeted students, setting up a short-term alternative curriculum where appropriate, incorporating the use of Positive Support strategies. Use of ELSA materials to support the emotional literacy of targeted students	Phase manager	Reduction in 'Behaviour Calls', internal and fixed term exclusions. Students more positive about learning. Improved levels of achievement. Less disruption for other students.	On-going	

	Objectives	Action	Staff Responsible	Outcomes	Time Frame	Goals Achieved
	Physical Access					
	1. To ensure that all students, staff and visitors with disabilities are able to access all parts of the school building.	To review access into and within the buildings in consultation with students and staff.	Headteacher. Site Manager.	Appropriate physical accessibility. Health and Safety regulations met.	On-going	
	2. To ensure that <u>all</u> staff, students and visitors are aware of emergency and evacuation systems and procedures, including those that are specifically pertinent to students with SEND.	Remind and highlight in staff meetings, assemblies and in tutor time at the start of the school year. Set up evacuation practice sessions. Visitors to be informed of procedures on arrival. Temporary cover staff to be informed of procedures upon arrival.	Headteacher. Site Manager. Reception staff. Data and Information Manager	Emergency and evacuation systems meet the required standards.	On-going	
	3. To ensure on-going high standards of physical accessibility to the school building.	To routinely use the 'Identifying barriers to Access: A checklist' as set out in the DFES Accessible Schools Summary guidance document, Ref: DfES/0462/2002, to systematically review and address issues of physical accessibility	Headteacher, Site Manager, Curriculum Leaders.	Good accessibility Maintained long term.	Annual reviews	

	Objectives	Action	Staff Responsible	Outcomes	Time Frame	Goals Achieved
	General					
	1. To meet the requirements of the Equality Act 2010	To review all policies pertaining to the Equality Act 2010	Headteacher.	Principles of equality of opportunity evident in policy and practice across the school.	Ongoing	