

Title and Description	Accessibility Plan 2023-2026
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Date of last review	November 2023
Approved by	Local Governing Board
To be reviewed by	Personal Development, Behaviour & Welfare Working Group.
Responsibility	Deputy Head with SENCO
Review period	Three yearly
Date of next review	November 2026

Accessibility Plan 2023 - 2026

Framwellgate School Durham: Ethos and Values Statement

Excellence, Compassion and Respect for All

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

British Values

All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

1.0 Introduction

The aims of this accessibility plan are to ensure that Framwellgate School Durham has high aspirations for all of its students including those with disabilities. The school will aim to provide an environment for them to participate and achieve in every aspect of the school life. The school also intends to increase accessibility for staff and members of the public with disabilities. This Accessibility Plan links with our Single Equality Scheme and our Policy on Equality, Diversity and Community Cohesion.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, emotional or cultural needs. We also endeavour to challenge attitudes about disability by developing a culture of awareness, tolerance and inclusion.

As part of our duty we will examine the data we hold on our current students to identify students with disabilities who attend the school. We will also take into consideration any information that is made available about future students. For example, from either Primary schools or from the parents/carers of a prospective student with a disability that is likely to attend the school. Gathering such information is done as part of our routine transfer and induction processes.

In order to ensure that we take into consideration a wide range of views regarding accessibility issues in the school we will have due regard for the views of the staff, the students, parents/carers and other stakeholders. Parents/carers can express views at regular opportunities. Student engagement will be promoted.

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act ensures that Schools and Local authorities have to carry out accessibility planning for disabled pupils, in accordance with relevant health and safety standards.

Definition of disability according to the Equality Act 2010: A disabled person is someone who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on the ability to do normal daily activities. This includes; ADHD, Autistic Spectrum Disorder, Cancer, Cerebral palsy, Cystic fibrosis, Diabetes, diagnosed eating disorders, Downs' syndrome, Dyslexia, Epilepsy, Facial disfigurement, Gross obesity, Hearing or visual impairment, HIV, Hydrocephalus, Incontinence, Learning difficulties, Mental health issues, Muscular dystrophy, Multiple sclerosis, Severe asthma, Sickle cell anaemia. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

2.0 Aims

The school's plan aims to clarify the school's commitment to improving accessibility. The plan also aims to promote a consistent approach to dealing with issues associated with improving accessibility, such as:

- Improving awareness of equality and inclusion
- Improving access to the physical environment of the school, adding specialist facilities as necessary
- Increasing access to the curriculum for students with a disability and expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students. This covers teaching and learning and the wider curriculum of the school (e.g. participation in after school clubs, leisure and cultural activities or school visits). It also covers the provision of specialist aids and equipment, where possible, which may assist these pupils in accessing the curriculum
- Ensuring that students with disabilities are not treated any less favourably than other students and where possible experience positive discrimination.

4.0 Implementation

The plan may involve issues such as increasing access to the curriculum, improving the physical environment, and/or providing information in different formats.

The Headteacher and Academy Business Director, together with the Trustees, will review the financial implications of the Accessibility Plan as part of the normal budget review process.

The Academy Business Director has responsibility for the co-ordination of the physical, financial and information access aspects of this plan. The SENDCo has the responsibility for the co-ordination of any aspects of the Accessibility Plan that relates to students with SEND. The Academy Business Director will liaise with the SENDCo to recommend any physical improvements need to the school building and grounds. The SENDCo will consider any training costs needed and will liaise with the member of SLT responsible for CPD.

5.0 Monitoring and Evaluation

This Plan will be reviewed in line with the annual cycle of school improvement planning. Established quality assurance and self-evaluation processes will be used to monitor the impact of the actions planned.

Accessibility Action Plan.

1. To improve the extent to which disabled students can participate in the school curriculum and our extra-curricular offer.

At Framwellgate School Durham a key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

Targets/Actions	Strategies	Timescale	Success Criteria
Continue to use the schools' assessment system to monitor the attainment and progress of SEND students and to help identify those working below the expected level to target appropriate interventions.	<ul style="list-style-type: none"> • SLT/SENDCo/Data manager to evaluate the data after each progress check and identify concerns; ensuring that CL are fully aware of the progress of SEND learners and target interventions to support them. • Director of safeguarding to be involved in transfers ensuring on-going support for any students with significant safeguarding issues. 	<p>From Sept 2023 ongoing</p> <p>From Sept 2023 ongoing</p>	<ul style="list-style-type: none"> • Improved outcomes/progress for SEND learners. • Implementation of clear processes and procedures to safeguard these students
Introduction of TES Online Reading assessments for all students to identify the current reading ages for all students; to help identify where this may be a barrier to accessing curriculum materials.	<ul style="list-style-type: none"> • All students to be assessed in Sept 23' and then re-test students annually to identify progress/any concerns which emerge. • Reading ages to be shared with teachers on Class Charts and staff training to help teachers identify appropriate strategies and adjustments to make to best support these students. 	<p>Sept 2023 and annually</p> <p>Dec 2023 (repeated annually)</p>	<ul style="list-style-type: none"> • Reading age data available for all students. Interventions can then be targeted appropriately. • Teachers have an awareness of student reading ages and promote opportunities in lessons to support reading development.
As our school profile is changing with significantly increased numbers of learners with more complex needs, ensure staff are trained effectively with	<ul style="list-style-type: none"> • SENDCo to create and share resource booklets with key information and strategies for a range of educational needs (e.g. dyslexia, ASD, ADHD) and make 	From Sept 2023	<ul style="list-style-type: none"> • Monitoring of teaching reflects inclusive practices.

<p>relevant updates/resources.</p>	<p>available to all teaching staff.</p> <ul style="list-style-type: none"> • Introduce monthly CPD 'culture' sessions for staff which include input from the SEND team about strategies to best support our students' needs and how to identify and refer concerns. • Use of the newly introduced QA processes of departmental reviews to monitor provision for SEND students. • Engage with external experts as necessary (e.g. visual & hearing impairment and ICT solutions) • Implement the use of the AV1 robot tool to help provide the full lesson entitlement/experience for those students who's social, emotional needs mean they find accessing classrooms extremely challenging (anxiety/ASD) with the aim of re-integrating students back into lessons. • Personal Development programme to help promote student (and staff) understanding of disability through personal development lessons, assembly programme and the Diversity day (annually) • Diversity day 2024 to have the theme of 'Neurodiversity'. • Any disability related prejudice-driven incidents are logged centrally on C-POMS and responded to by nominated member of SLT. 	<p>From Oct 2023</p> <p>From Sept 2023</p> <p>As and when necessary</p> <p>From Sept 2023</p> <p>Ongoing from Sept 2023</p> <p>March 2024</p>	<ul style="list-style-type: none"> • Profile of SEND learners is increased and staff are competent in dealing with individual needs. • Students who would otherwise be unable to access the full lesson and quality teaching, will now be able to. Improved attendance from extremely anxious students. • Increased understanding of diversity and development of tolerance. • Increased compassion and empathy from our student community towards each other.
<p>Ensure curriculum is accessible to all including those with a physical disability</p>	<ul style="list-style-type: none"> • Where a temporary (unexpected) physical disability means a student is unable to access upstairs 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Full access to the appropriate curriculum.

	<p>classrooms, immediate room changes put into place to ensure they can access all of their lessons.</p> <ul style="list-style-type: none"> Additional training for SEND Support team where need arises e.g. EpiPen training, intimate care 	Ongoing	<ul style="list-style-type: none"> Staff confident in teaching students with physical disabilities including any who are wheelchair bound.
<p>Access arrangements for examinations to meet individuals' needs. The identification, communicating to staff and monitoring of this to be maintained across the year to ensure that appropriate support is in place for all learners with needs/disabilities.</p>	<p>Assessment systems set up to identify all issues that may become a need for special consideration in exams.</p> <p>Staff training to ensure staff know what they should be looking out for and the referral processes when they identify a possible need.</p> <p>Ensure learners are aware of their entitlements and how best to use this (e.g. 25% extra time, rest breaks)</p>	Ongoing	<ul style="list-style-type: none"> All learners gain the access arrangements they are entitled to and this is reflected in 'normal' working practice and assessments as well as external exams. Resources in place, e.g. tables accessible for wheelchair access for use in exams.
<p>Ensure appropriate mental health support for SEND and other learners.</p>	<p>Staff training on dealing with student anxiety</p> <p>Regular meetings between SENDCo and pastoral team to review present cases and plan interventions.</p> <p>Continue to embed events/processes within our school calendar which support the mental health of our young people: -Annual 'Humanutopia' conference (yr10) -YAM team lead annual workshops (yr 9) -Mental Health Champions (Supported by the role of Emotional Wellbeing Worker which was established since the previous accessibility plan)</p>	<p>Nov 23'</p> <p>Ongoing</p>	<p>Ongoing cases reviewed regularly.</p> <p>Timely intervention/support in place.</p>
<p>Classrooms are optimally organised and appropriate additional equipment is provided to promote the participation and independence</p>	<ul style="list-style-type: none"> Classrooms and other teaching spaces include furniture and specialist equipment to support the learning process in individual classes according to the needs identified. 	Ongoing	<ul style="list-style-type: none"> All classrooms and teaching spaces are appropriate to the needs of students with SEND and of disabled staff (within the

of all students and adults.	<ul style="list-style-type: none"> • Student voice is considered in identifying need. • SENDCo liaises with parents/carers and outside agencies to ensure a multi-disciplinary approach to meeting the students' needs. 	<p>Ongoing and at key transition points</p> <p>Ongoing- SEND reviews</p>	constraints of the building/campus).
All educational visits to be accessible to all.	<p>Information & guidance are available to staff on ensuring trips are accessible to all and measures put in place to ensure this is the case.</p> <p>Ensure each new venue is assessed and risk-assessment undertaken with previewing visit if appropriate (in line with trip protocols). Additional admin support put in place to help facilitate the process of visit-planning.</p>	As required	All students in the school able to access the educational visits and take part in a range of extra-curricula activities on and off-site. (See Evolve database)

2. To improve access (physical environment).

(The school continues to monitor and maintain the school physical environment to ensure it is accessible and suitable for all learners, including those with additional needs and physical disabilities. There will be minimal investment into our current school building as the process for the new build has begun but the new building will be fully compliant with this accessibility plan and will ensure access to specialist classrooms and facilities for all learners.)

Targets/Actions	Strategies	Timescale	Success Criteria
Annual audit of classrooms to check they are accessible, with no barriers.	<ul style="list-style-type: none"> • Academy Business Director to organise systematic checking of classrooms for physical barriers e.g. furniture layout etc • Staff to be made fully aware of their responsibilities including feeding back concerns about access and any safety concerns • Audit to include accessibility for non-wheelchair users with a disability where this is relevant as identified by SENDco (HI/VI, sensory needs, ASD and mental health needs). 	Ongoing	<ul style="list-style-type: none"> • Physical access for learners, addressed in ongoing and timely manner. Issues of concern addressed promptly
To ensure future new build projects are	<ul style="list-style-type: none"> • Academy Business Director will ensure compliance with building regulations. 	As required	<ul style="list-style-type: none"> • Plans for the new school building fully compliant.

physically accessible to all.			
Accessible car park	<ul style="list-style-type: none"> Reserved bays are to be maintained and available to eligible users at Reception areas, Sports Centre, and the Sjovoll Centre (these have been clearly designated and extended) Speed ramps and 5 mph speed limit in place on campus. Minimal car access to site by parents/carers. (Security gate) Additional disabled parking can be made available (e.g. adjacent to sports hall if required.) 	Ongoing	<ul style="list-style-type: none"> Sufficient disabled parking
Accessible toilets	<ul style="list-style-type: none"> To provide access to a unisex toilet for disabled students and staff across the site 	In student reception, C Block, and in Sports Hall	<ul style="list-style-type: none"> Disabled staff, student and visitors have access to toilet and washroom facilities
Ensure access to reception area to all.	<ul style="list-style-type: none"> Maintain clear and unobstructed access to reception for all Maintain an alternative low arousal area in the Achievement Centre, for those with sensory needs on the autism spectrum. Secure building entry system ensures suitable entry for wheelchair users 	Wheelchair access is through student reception doors and have access to reception including lowered reception desk area	<ul style="list-style-type: none"> Disabled parents, carers and visitors feel welcome
Improve signage and external access for visually impaired staff, students and visitors.	<ul style="list-style-type: none"> Maintain signage where any evidence of worn or difficult to read signage occurs (recently replaced) 	Ongoing	<ul style="list-style-type: none"> Visually impaired people feel safe around the school
Ensure all disabled students can be supported safely during evacuation process.	<ul style="list-style-type: none"> Maintain and review the Personal Emergency Evacuation Plans (PEEP) in place for any staff and students with significant difficulties 	Ongoing	<ul style="list-style-type: none"> Any disabled staff and students are safe in the event of a fire or new 'lockdown' procedure
Ensure adequate lighting levels for all students who have visual impairment or are affected by sensory overload.	<ul style="list-style-type: none"> The school and individual spaces are adequately lit at night and during the day, if required 	Ongoing	<ul style="list-style-type: none"> Visually impaired people feel safe around the school
Ensure accessibility of access to specialised equipment.	<ul style="list-style-type: none"> Appropriate equipment, aids and adaptations purchased as needed 	Ongoing and as required	<ul style="list-style-type: none"> Hardware and software to meet the individual needs of students appropriate
Ensure students are using their hearing equipment in classrooms to ensure	<ul style="list-style-type: none"> Continue to seek support from LA Hearing Impairment team regarding the appropriate equipment 	As required	<ul style="list-style-type: none"> All students will be using their equipment in class.

full accessibility to learning.	when required (staff have been trained and this has been in place successfully now for 3 years)		<ul style="list-style-type: none"> • Staff have received appropriate training
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3. To improve provision of information.

Targets/Actions	Strategies	Timescale	Success Criteria
Improve communication with disabled students and other stakeholders: ensuring all written material is available in alternative formats.	<ul style="list-style-type: none"> • Regular verbal, email and face to face communication with parents of disabled students • 'Open door' communication policy, including email contact • Sign-posting parents to additional support • Continue to ensure website is clear, simple and easy to use for all stakeholders. (Website audited annually-recent audit (Oct 23') looked for accessibility) • All publications and website notes availability in alternative format on request 	Ongoing	<ul style="list-style-type: none"> • Positive feedback from all stakeholders regarding information being available in a variety of formats appropriate to their needs. • Policy documents and website accessible to all.