

# The Forum Centre

## Accessibility Plan

Jan 2019 to December 2022

### 1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for pupils with disabilities;
- b) improve the physical environment of the school to increase access for pupils with disabilities; and
- c) make written information more accessible to pupils with disabilities by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for The Forum Centre

### 2. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and related SEN information report;
- Policy for Supporting pupils at school with medical conditions; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

### 3. Our vision and aims

The Forum Centre wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

## **4. Current good practice**

### **Identification**

The Forum Centre asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

- Initial enquires are included in the 'Induction Pack' which is completed on the first meeting with parents/carers and students.

### **Curriculum**

The Forum Centre has improved access to the curriculum for pupils with disabilities through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continuing Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact that disabilities or additional needs have on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and the school environment;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI)

### **Physical Environment**

The Forum Centre has already improved the physical environment of the school to increase access for pupils with disabilities by:

- Providing flat or ramped access to all school entrances and mobile classrooms
- We will make parking spaces available outside the main school entrance for pupils and families, and visitors with a disability.
- Providing an accessible toilet and changing facilities;
- We ensure that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms.
- Removing and fixing of potential trip hazards and keeping all floor spaces uncluttered.
- Ensuring plumbing and heating are regularly serviced and not too noisy wherever possible.
- We have desks of various heights and a lower level work station in the kitchen so all students can access all of the curriculum.

### **Information**

The Forum Centre already makes written information more accessible to pupils with disabilities through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- providing 'easy read' versions of our school policies;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

## 5. Implementation

Our Accessibility Plan shows how access to The Forum Centre will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and the Management Committee members of the school. It will advise other school planning documents.

The Forum Centre will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the Local Authority Strategy for Accessibility.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the Local Authority *Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Forum Centre's Accessibility Plan will be implemented by Kim Rickford. Sufficient resources will be allocated by The Forum Centre to implement this Accessibility Plan.

## 6. Monitoring

The Forum Centre Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Management Committee.

The Management Committee will monitor The Forum Centre's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Forum 's Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Forum Centre complaints procedure covers the Accessibility Plan.

Approved

DATE

Review date      Dec 2022

**The Forum Centre ACCESSIBILITY PLAN - January 2019 to December 2022 : Improving access to the curriculum**

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible?</b>	<b>When will this be done?</b>	<b>How can we tell if this is successful?</b>
<p>To ensure all staff are committed to inclusive practices</p> <p>There is effective management and organisation of inclusive practice throughout the school</p>	<p>The systems, policies and practices of the school are designed to ensure that the school is inclusive.</p> <p>Strategic decisions and day to day management take into account the individual needs of students and strengths of staff.</p>	<p>SLT All staff</p>	<p>April 2019</p>	<p>Individual student participation and progress across the curriculum Exam results Learning walks/lesson observations Staff meeting minutes Displays Inspection reports</p>
<p>To ensure that Individual difference is valued</p>	<p>The school values the contribution made by all staff and learners. There is a strong ethos on the development of everyone.</p>	<p>SLT All staff Students</p>	<p>July 2019</p>	<p>Student voice/ learner views Staff / committee meeting minutes Celebration events, progress data</p>
<p>There continues to be effective induction and transition.</p>	<p>Transition paperwork, baseline testing on arrival, personalised learning plans, communication and meeting with previous and future schools are all used to develop a learning programme that supports students to develop a more positive learning experience.</p>	<p>Kim Joe Trina Keyworker</p>	<p>Feb 2019</p>	<p>Individual student participation and progress across the curriculum Successful placement at The Forum Centre Successful transition back into mainstream or onto SEN provision</p>
<p>There is effective personal support or mentoring available to individuals</p>	<p>Training and clear expectations given to key workers to support each individual in their group. Daily keyworker time with students, PSHE programme developed and led by keyworkers (with additional outside speakers) – one day every half term (collapsed timetable), More ELSA time available on the timetable/train additional ELSA Inclusion Support Worker – available</p>	<p>SLT SENCo Keyworkers ELSAs: Liz &amp; Kerry Babs BLMs Jodi &amp; Harry</p>	<p>July 2019</p>	<p>Individual student participation and progress across the curriculum PSHE days, planning and student work/understanding/attitude ELSA and Inclusion Support Worker evaluations Attendance levels of individuals Learning Mentor evaluations</p>

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
	<p>to meet regularly with identified students. Progress and success of both this and ELSA monitored by SLT.</p> <p>Role of Behaviour Learning Mentors developed in Centre (two positions)</p> <p>With time to develop strong relationship with students – helping them and supporting them to be ready to learn</p>			
<p>Continue to have effective safeguarding processes</p> <p>All learners, parents/carers say that they feel safe at The Forum Centre</p>	<p>DSL &amp; DDSL continue to follow school's effective safeguarding procedures &amp; attend update training (led by DCC)</p> <p>New deputy DSL to attend level 3 training (led by DCC)</p> <p>Staff to continue to have annual update training in-house.</p> <p>Software 'My -Concern' to be used by all staff to alert concerns and by DSLs to record all follow-up information.</p>	<p>DSL – Sue DDSL – Kim New DSL – Richard</p> <p>All staff</p>		<p>Learner/parent/carer annual questionnaires</p> <p>My concern/safeguarding files</p> <p>Behaviour Watch reports (for lower level safe guarding)</p>
<p>To ensure all barriers to learning and additional needs are identified and addressed</p>	<p>Panel/Induction information, personalised learning plans, bespoke curriculum, intervention plans are used, developed and monitored.</p> <p>Keyworkers and teaching staff use information to ensure work is differentiated and students' needs are supported in all lessons.</p> <p>Keyworkers produce individual timetables for students from the main timetable.</p> <p>Students are able to speak to</p>	<p>SLT Head of KS Key workers Teaching staff Support staff Intervention staff</p>	<p>April 2019</p>	<p>Individual student participation and progress across the curriculum</p>

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
	<p>keyworker about their provision and staff to share this with colleagues – to allow changes to be made where needed.</p> <p>Dedicated rooms for students that require smaller groupings            -Supported learning room            -Zone – for medical/anxious learners            -Base- for learners with ASD</p> <p>Where needed - students are provided with individual timetables and adjusted times of the school day</p> <p>The use of equipment that assists with accessing the curriculum (e.g. reading pens) are assessed, used and success monitored</p> <p>Exam access requirements are assessed (in house) and additional support required is recorded and put in place for all exams</p>	<p>SENCO</p> <p>Exams Officer/Head of KS4</p>		
<p>Achievement by all is celebrated in an increased variety of forms</p>	<p>Postcards home</p> <p>Positive behaviour and school work successes are recorded in point form using Behaviour Watch</p> <p>Personal behaviour target successes are rewarded</p> <p>Rewards given for students reaching positive points thresholds</p> <p>Half termly meetings between keyworkers and parents/carers</p> <p>Staff achievements celebrated in staff/team meetings</p>	<p>Key workers</p> <p>Teaching staff</p> <p>Behaviour Learning Mentors</p> <p>SLT/Heads of KS</p> <p>Display Coordinator - Annette</p>	<p>July 2019</p>	<p>Individual student participation and progress across the curriculum</p> <p>Behaviour Watch reports</p> <p>Keyworker files</p> <p>Parent/carers consultations</p> <p>Staff meeting minutes</p>

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
	Work/photographs of achievements displayed throughout the Centre and on the school website			School website/displays
To ensure that the needs of all learners are met: all staff are given suitable training that include the development of skills to teach students at The Forum Centre.	A clear CPD plan for inclusion (individual, Local Management Committee & whole school) is developed: supported by external expertise where relevant and additional needs training has been the subject of staff CPD.	SLT- to book appropriate training  Teaching staff Support staff Admin staff – to all attend and participate fully in training provided	Yearly	Individual student participation and progress across the curriculum Student work Lesson planning/differentiation within lessons Learning walks/lesson observations CPD programme INSET days programmes Staff performance management files Training evaluation forms
Continue to offer a range of 'out of the classroom' activities – where reasonable adjustments are made to those learners who have a disability or additional educational needs	A wide range of off-site activities are offered across the key stages – including swimming, gym, Horserenity, equine therapy, forest school, trampolining, gymnastics. Risk assessments, additional staff and PLPs are in place to ensure that needs are addressed	Head of Key stage SLT Tutors/coaches	July 2019	Photographic evidence Timetables Student reports Behaviour watch reports/points Individual student targets
Learners have aspirations for the future	Careers taught as part of the PSHE curriculum. Ali – careers advisor being available on a weekly basis. Students engaged in their learning and aware of options available to them in the future Visits to/visitors from local colleges Work experience programme Comprehensive transition programme for students returning to mainstream and those going onto	Ali/Sue G Kim Keyworkers/ subject teachers	July 2019	As a result of attending The Forum Centre, learners' aspirations are raised. KS 2/3 return to mainstream or are offered a place at Special school provision. Key stage 4 learners go onto further education, training or employment. Transition data, NEET data.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Learners are regularly consulted about school issues, with outcomes considered and addressed	<p>new provisions</p> <p>Student Voice – discussion point shared and discussed in key worker groups and views shared with Behaviour Learning Mentors and SLT.</p> <p>Student panel for staff interviews</p> <p>Learners are consulted in a number of formal and informal ways on different issues – school day, uniform, rewards offered, staff interviews.</p>	SLT BLMs Keyworkers/ subject teachers	Dec 2019	Learner questionnaires/interviews Staff interview – students feedback forms
Learners needs are continued to be met and given due regards in examination concessions	<p>The school SENCO screens KS4 students that may need further assessments from SENSS to ensure that any examination access requirements for each student are met (incl. reader, scribe, breaks, additional time).</p> <p>Keyworkers/Subject teachers responsible for keeping records/evidence to support this.</p> <p>When arranging rooms and invigilators, individuals needs are taken into account and where possible consistency for each exam taken (same room, 1:1 room, same invigilator etc).</p>	SENCO Exams officer Head of Key Stage	July 2019	Assessment records Students records for exam access Teacher records/planner Exam table plans Invigilator notes Exam results



## The Forum Centre ACCESSIBILITY PLAN - January 2019 to December 2022: Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible?</b>	<b>When will this be done?</b>	<b>Cost (est.) £</b>	<b>How can we tell if this is successful?</b>
The school corridors and classrooms to remain clear of obstructions to ensure easy access into, around and out of the premises	Health & Safety officer to conduct regular inspections and report back to staff.	All staff	April 2019	-	Accident logs Incident reports Parent questionnaires
Alternative access to the school for any student that struggles to enter/exit through main entrance	Top door in admin area to be made available to these students/parents.	SLT Tutors/H of KS	February 2019	-	PLPs Behaviour Watch reports Attendance
Areas of the school are well lit.  Adaptive lighting/daylight bulbs to be used in areas of the school building where needed	Change existing bulbs	SENCO/ Site Manager	October 2019	TBC	Students/staff feedback
Positive images of inclusive practice, displays and photographs, website content are evident	High quality displays (in line with Centre display policy) and photographs show learners are included in all school activities.	Teaching & support staff Display coordinator	April 2019	-	Displays Photos of old displays Learning walks/lesson obs
Additional resources and adaptations for disabled learners or those with additional educational needs	Any additional requirements are identified on entry and an individual plan is put in place.	Kim SENCO Keyworkers	Jan 2019	TBC	PLPs Attendance Student work Teacher assessments Exam results

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
<p>Emergency and evacuation systems are set up to inform ALL pupils</p> <p>All pupils know procedures in place and what they need to do</p>	<p>All emergency and evacuation systems are well established for all learners</p> <p>Drills are reviewed and alternative systems put in place where needed to ensure all students and staff are safe</p>	<p>H&amp;S officer</p> <p>SLT</p> <p>All staff</p>	<p>April 2019</p>	<p>-</p>	<p>H&amp;S officer files</p> <p>Drills are managed efficiently and effectively – all students comply and are where they should be</p>
<p>Steps are made to reduce background noise – such as considerations are given to room acoustics and how this may effect learners with additional needs or disability</p>	<p>Small class sizes – break out rooms, well thought out behaviour management (with additional support of Behaviour Learning Mentors) and high expectations given to ensure classrooms are a good learning environment. Additional identified needs of individuals are met though PLP and/or EHCP</p> <p>New break out rooms in planning stage – to be built by end of summer 2019</p>	<p>SLT</p> <p>Teaching and support staff</p>	<p>July 2019</p>	<p>-</p>	<p>Learning walks</p> <p>Student work &amp; Progress</p> <p>Building plans</p>

**The Forum Centre ACCESSIBILITY PLAN - January 2019 to December 2022 : Making written information more accessible**

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible?</b>	<b>When will this be done?</b>	<b>How can we tell if this is successful?</b>
Reduced use of acronyms and 'teacher talk' within reports and policies provided by the school to parents and students	Reports and policies reviewed with this in mind Staff to be mindful when talking to parents and students and when writing letters and reports	SENCO  All staff	New paperwork April 2019  Review of old December 2019	Parent/student questionnaires  Parent consultations
Ensure all information on the website is accessible and available in printed format when asked	Review website content to ensure this Admin staff to be all aware of expectation when copies of information are asked for	SLT Website co-ordinator	July 2019	Parent/student questionnaires
Staff are familiar with technology and practices developed to assist people with disabilities or additional needs (e.g reading pens)	SENCO support & training given to staff to ensure the needs of all learners are met and staff are highly skilled in working with learners who have additional needs	SENCO  All staff	July 2019	Student work and progress Lesson plans Learning walks/lesson obs SENCO training sessions/file Staff minutes