

Felpham Community College

Accessibility Plan September 2017

Strand one: Increase the extent to which disabled students can participate in the school curriculum

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
SHORT	Enable staff to increase their knowledge and understanding of needs of disabled students and differentiate the curriculum accordingly.	<ul style="list-style-type: none"> Staff to be made aware of online training modules for conditions and disabilities including Autistic Spectrum Condition and Attachment disorder. Fortnightly INSET for TAs includes specific training on disability issues. 	<ul style="list-style-type: none"> Staff are confident in meeting the needs of disabled students. TAs are aware of disability issues and identified knowledge gaps are addressed. Effective TA support for individual students. 	Term 1 2017	<ul style="list-style-type: none"> Teachers are aware of the importance of removing barriers to learning and are aware of suitable strategies
SHORT	Ensure full participation of students with EHCP at their Annual Review (AR).	<ul style="list-style-type: none"> Person centred approach to all Annual Reviews and One Page Profiles. 	<ul style="list-style-type: none"> Students with an EHCP play a fully active role in their AR. 	Term 2 2017/18	<ul style="list-style-type: none"> Students with an EHCP complete information detailing their views for the AR.
SHORT	Ensure that staff are aware of the specific needs of students within FCC and that training is provided as necessary.	<ul style="list-style-type: none"> Essential information relating to a student with a life threatening heart condition is displayed in all offices so that all staff are able to deal with an emergency. Identified staff are trained to meet the more complex needs of some students. 	<ul style="list-style-type: none"> Staff are aware and kept up to date with medical needs of students within school and are trained to manage these effectively. Training run by community nurse undertaken as required. 	Term 1 2017	<ul style="list-style-type: none"> Important medical information is displayed and updated in the staffroom.
MEDIUM	Promote positive attitudes to students / others with disabilities including mental health difficulties.	<ul style="list-style-type: none"> Sessions on self-esteem and building resilience / good mental health. 	<ul style="list-style-type: none"> Increased understanding of mental health issues by students. 	Term 3 2017/18	<ul style="list-style-type: none"> Celebrate key national / local events such as Paralympics Awareness of individual needs

					of some students through assembly and form time.
MEDIUM	Ensure accessibility for parents with English as an additional language.	<ul style="list-style-type: none"> Translators for Parent's Evenings if required. 	<ul style="list-style-type: none"> Parents with English as an additional language feel welcomed and are optimally engaged in the learning of their children. 	Term 3 2017/18	<ul style="list-style-type: none"> Polish / Russian translator for Parent's Evenings
MEDIUM	Equal access to PE curriculum / extended schooling and school visits.	<ul style="list-style-type: none"> Review PE curriculum. 	<ul style="list-style-type: none"> Disabled students involved in the wider opportunities within the school. All school visits including those that are residential are accessible for students with physical and learning disabilities. 	Term 3 2017/18	<ul style="list-style-type: none"> Disabled students included in after school sports clubs Use of relevant equipment e.g short handled bats / rackets when appropriate Advance visits and careful risk assessment for individuals if required Teaching Assistant attached to PE
LONG	Ensure effectiveness of curriculum.	<ul style="list-style-type: none"> On-going review of KS4 curriculum to ensure accessibility / sustainability for SEND students. 	<ul style="list-style-type: none"> Differentiated curriculum for targeted learners with learning difficulties. 	Year 2019/20	<ul style="list-style-type: none"> Offer of alternative curriculum pathways eg Literacy / history Full access to exams through access arrangements. Exams carried

					out in circumstances to suit individual students
--	--	--	--	--	--

Felpham Community College

Accessibility Plan September 2017

Strand two: Improving the physical environment of the school

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
SHORT	School is accessible for students, parents/carers and staff who require wheelchair access.	<ul style="list-style-type: none"> • New student admission form requests information about access needs of the student and Parents evening letters reference accessibility needs of parents / carers. • Tables, work areas and chairs are a suitable height. • Adapted green chairs for students with Achondroplasia are regularly checked to ensure and in good working order and are effective. 	<ul style="list-style-type: none"> • Students, parents/carers and staff with disabilities, including wheelchair users are able to access the school site effectively and safely. 	Term 2 2017/18	<ul style="list-style-type: none"> • Bespoke adapted chair, steps for stool and work benches for student with Achondroplasia • FCC is aware of the access needs of staff during recruitment and through RTW interviews. • FCC engages with Occupational Health as required.
SHORT	Review safety and fire plan in light of increasing numbers of students with disabilities. Ensure that staff are aware of the contents of Personal Emergency Evacuation Plan (PEEP) for students who require help to reach a place of safety.	<ul style="list-style-type: none"> • Create Personal Emergency Evacuation Plan (PEEP) for identified students. • Consider creating a fire muster point for wheelchair users to the west side of the south playground. 	<ul style="list-style-type: none"> • Identified students with a physical disability have a PEEP in place to ensure that they can evacuate the building safely in the event of an emergency. • PEEP buddies are aware. • Exits clearly displayed. • Disabled students and staff working with them are 	Term 2 2017/18	<ul style="list-style-type: none"> • Regular evacuation practises

			confident in evacuating the buildings.		
MEDIUM	Ensure that students with Hearing impairment (HI) and Visual Impairment (VI) have access to the aids they require or that reasonable adjustments have been made to meet their individual needs.	<ul style="list-style-type: none"> • Support from Sensory Support Team. • Students with VI have access to correct sized font. • Investigate feasibility of installing hearing loop system in some classrooms. 	<ul style="list-style-type: none"> • HI / VI students are fully supported. 	Term 3 2017/18	
MEDIUM	Redecoration and alterations within the school are sympathetic to the visually impaired.	<ul style="list-style-type: none"> • Discuss with architect colour contrast of critical features of new build. • Install and maintain high contrast nosings on the edge of each tread on steps around school. 	<ul style="list-style-type: none"> • Hazards around the school are obvious. • Improved contrast between fittings and walls by colour and tone. • Safer access on steps. 	Term 3 2017/18 Year 2018/19	<ul style="list-style-type: none"> • Contrasting colours used for decoration of doors, frames and handrails.
MEDIUM	Ensure that students, with physical disabilities, visitors and staff are able to access the school site and buildings effectively and safely, with as much independence as possible.	<ul style="list-style-type: none"> • Provide signage to indicate accessible parking. • Keep under review the demand for disabled parking. • Install ramp access including handrail, to Medical room from the south playground so that there are fewer areas that are inaccessible to wheelchair users. • Identification of direction of opening on doors. • Investigate reduction in weight of some doors. • Consider installing magnetic door fasteners for holding internal fire doors open. 	<ul style="list-style-type: none"> • Improved accessible parking available for people with mobility difficulties. • Dedicated drop off point. • Easier access through doors and therefore clear route through corridors. 	Year 2018/19	<ul style="list-style-type: none"> • Designated accessible parking in main school car park • Re-painted signage on disabled bays. • Always a member of staff on reception during the school opening hours as the main door is not electronic opening. • Early travel with buddy for TA for identified students to ensure safe movement • Priority and therefore easier access to dining facilities • Detailed map of accessible /

					inaccessible areas for wheelchair users.
MEDIUM / LONG	Ensure that new building plans give greater access for disabled students.	<ul style="list-style-type: none"> • Liaise with LA to ensure that on-site access is a key priority in the new buildings development. Consider incorporating a lift into planned new developments. • Install ramped entrances, wide corridors, carpets approved by Asthma association, lighting that is suitable for students with autism soundproofing for HI / ASC students. • Provide additional accessible toilets with alarm systems. • Check feasibility of installing visual alarms. • Additional provision of drinking fountains to include consideration of students with a disability. • Clear visual signage designed in accordance with the recommendations of the Sign Design Guide. 	<ul style="list-style-type: none"> • Completed building work allows access for all to the full range of facilities. 	Years 2018/19 and 2019/20	
LONG	Ensure that disabled students and in particular wheelchair users are able to access classrooms and lockers, safely and effectively.	<ul style="list-style-type: none"> • Projectors and screens are clearly visible to all students • Rise and fall table for wheelchair access. • Lower unit containing gas tap and electrical sockets to support access for pupils in wheelchairs. 	<ul style="list-style-type: none"> • Students and staff with disabilities, including wheelchair users are able to access the school site effectively and safely. 	Year 2019/20	<ul style="list-style-type: none"> • Classrooms are optimally organised in accordance with students needs and promote independence. • No specialist areas are exclusively on the ground floor and classes are timetabled on the ground floor. • Lockers are available at the correct height to store bags and equipment at

- Lower work bench in technology workshop and lower sink unit in science.

Felpham Community College

Accessibility Plan September 2017

Strand three: Improving the delivery of written information to disabled students

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
SHORT	Ensure that information for parents / carers and visitors is accessible and improve the delivery of written information to parents.	<ul style="list-style-type: none"> • Ensure that printed versions of electronic information are available on request for homes without internet access and make sure that parents are aware of this option. • Telephone calls / extra support for parents unable to read or who need help completing forms. • Prospectus is available by the school's website. • SEND information report published on the school's website is re-designed to allow for quick referencing. • FCC's website incorporates appropriate facilities to allow access by disabled visitors. 	<ul style="list-style-type: none"> • SEND information report published on the school's website is re-designed to allow for quick referencing. • Website incorporates disability aids and is fully accessible to disabled users. 	Terms 1/2 2017/18	<ul style="list-style-type: none"> • Information regarding school events is made available in various preferred formats and is regularly communicated home via email. • FCC is aware of the services available from the LA for converting written information with alternative formats.
MEDIUM	Ensure that written information is accessible to students with learning disabilities.	<ul style="list-style-type: none"> • Make visual stress testing available to all students who need it Use of coloured paper for booklets where appropriate – E.g. English anthology and revision books. • Investigate and consider purchase of appropriate software e.g. text talk. 	<ul style="list-style-type: none"> • Trained member of staff to deliver testing. • Print room procedures for coloured papers. 	Term 3 2017/18 + Year 2018/19	<ul style="list-style-type: none"> • TA support within lessons to ensure understanding • Go4Schools is used to record set homework

		<ul style="list-style-type: none">• Enlarged books are available as required.• Further develop use of Office 360 to provide 24/7 access to resources.• Laptop /Ipad replacement for AlphaSmarts for students to help support their needs.			
--	--	---	--	--	--