



Accessibility Plan

January 2022

Governors' Committee Responsible:

Governor Lead:

Nominated Lead Member of Staff:

Status & Review Cycle:

Next Review Date:

Culture and Safeguarding Committee

Mrs Kathryn Krynicki

Miss Emma Williams

Every 3 years

January 2025

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

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.

Fullbrook's Vision:

- Fullbrook students will become responsible adults who understand their worth, achieve their full potential and are able to make a positive contribution to the global community.
- Fullbrook will be an outstanding school offering a broad and balanced curriculum.
- Fullbrook students, staff and our community will enjoy learning and leisure in an inspiring and forward looking environment.
- Fullbrook aims to provide equality and excellence for all, to promote the highest possible standards. The school behaviour for Learning Policy states:

“At Fullbrook we believe that everyone has the right to be treated with respect and with this right comes the responsibility to treat others with respect.”

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

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, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<i>Provision Map for SEN – new system implemented</i>	Short: Use of new tool to gain a better understanding of finances/provision for students	Monitor to assess outcomes for students	SENDCo/SEND Admin	1 year	
	<i>Alternative Provision is available (e.g., SPH, Medical A2E)</i>	Short: Curriculum offer to accommodate students	On-going – case-by-case	Inclusion Manager	1 year – ongoing	
	<i>Interventions on a withdrawal basis</i>	Short: To improve literacy, language skills and behavior	On-going – case-by-case	SENDCo	1 year – ongoing	
	<i>Differentiation Laptops/specialist equipment available for students to use</i>	Short: Lessons to be differentiated to allow all students to access the curriculum Long:	Differentiation strategies and resources to be shared/implemented/reviewed regularly Move over to alternative hardware e.g. tablets	T&L group/all teaching staff SENCo/Inclusion Manager/Finance Officer	1 year – ongoing 1 year – ongoing 2-3 years	

		Students to have access to better technology to use in lessons				
Improve the delivery of information	<i>Profiles for Success for SEN students</i>	Short: Ensure all profiles completed and reviewed as necessary. Ensure that profiles being used to increase student access	Staff to regularly update profiles Access to profiles is available to all staff	SENDCo/Inclusion Manager	1 year – ongoing	
	<i>Advice from Occupational Health on needs of staff with disabilities</i>	Short: Ensure all staff health needs are assessed and addressed	Ongoing – case-by-case	Principal/HR Officer	1 year – ongoing	
	<i>Single Equality Scheme</i>	Short: Raise awareness of staff Raise awareness of students Rolling program of raising awareness of protected characteristics	Becomes embedded in school programs and systems e.g. SMSC and DLDs.	Equalities Lead/Inclusion Manager	Year 1 – ongoing	
	<i>Training of learning support assistants</i>	Medium: Sufficient training for all LSAs	Pilot/embed new LSA approach to working with SEND students (metacognition/effective questioning/ scaffolding)	SENDCo/Inclusion Manager	1 year – ongoing	
	<i>ECT and SCITT training</i>	Short: Induction program for all new staff	Updates to be carried out	NQT/SCITT mentor/SLT responsible for CPD	1 year - ongoing	

	<p><i>Students' needs known on Additional Needs Register</i></p> <p><i>Medical conditions awareness</i></p> <p><i>Build relationships with parents of students with SEND/Medical</i></p> <p><i>Liaison with outside agencies</i></p> <p><i>Tracking progress of students with SEND</i></p>	<p>Short: Promote staff awareness of students needs</p> <p>Short: Promote staff awareness of students needs Ensure students have updated IHCPs</p> <p>Medium: Improve engagement/communication with staff</p> <p>Short: Staff to be familiar with and have positive working relationships with outside agencies</p> <p>Short: Staff to have an understanding of how all SEND students are progressing</p>	<p>Regular reminders via email/INSET/Twilight</p> <p>Regular reminders via email/INSET/Twilight</p> <p>Explore idea of coffee mornings for SEND parents</p> <p>Ongoing – case by case</p> <p>Ongoing following each data drop</p>	<p>SENCo/Inclusion Manager</p> <p>SENCo/Inclusion Manager</p> <p>SENCo/Inclusion Manager</p> <p>CP team/HoL/SEN</p> <p>Vice Principal/SENCO/Inclusion Manager</p>	<p>1 year - ongoing</p> <p>1 year – ongoing</p> <p>2 years</p> <p>1 year – ongoing</p> <p>1 year – ongoing</p>	
<p>Improve and maintain access to the physical environment</p>	<p><i>Classrooms not accessible for wheelchair access</i></p>	<p>Long: Disabled access to suitable rooming for Food Technology</p>	<p>Redesign West Block</p>	<p>Premises Manager/Finance Officer</p>	<p>2-3 years</p>	

	<i>Spiral steps by F6 not suitable</i>	Short: Suitable access to F6	Redesign (ramp/new steps)	Premises Manager/Finance Officer	1-2 years	
	<i>Handrails on all interior stairs but do not extend beyond last step and are not all clearly defined.</i>	Short: Paint handrails contrasting colour Medium: All stairwells/steps to have correct handrail on both sides of the stairs.	Quotations have been obtained for this work.	Premises Manager/Finance Officer	1 year - ongoing	
	<i>External stairs, steps and kerbs not clearly defined.</i>	Short: Yellow lines to be visible	Continuation of ensuring yellow paint is visible	Premises Manager/Finance Officer	1 year – ongoing	
	<i>Highlighted external step edgings with hi visibility yellow paint</i>	Short: Yellow lines to be visible	Continuation of ensuring yellow paint is visible	Premises Manager/Finance Officer	1 year – ongoing	
	<i>Fire and evacuation policy does not consider disabled needs</i>	Short: Review and amend Fire Policy and procedure Individual Health Care Plans for disabled students to evacuate rooms in an emergency, particularly in North Block	Training for staff on evacuation chair	Premises Manager/Trained staff	1 year – ongoing	
		Long: All corridor fire doors to have magnetic door clips to hold doors open but close when fire alarm is raised.	Magnetic door clips to be implemented	Premises Manager/Finance Officer	2-3 years	

	<i>Induction loop system</i>	Long: Induction loop to be available in common areas of school	Induction loop in Hall and Reception Room E16	Premises Manager/Finance Officer	2-3 years	
	<i>Directional signs</i>	Medium: Suitable signage, internal and external, throughout site	Signage to be put up	Premises Manager/Finance Officer	2-3 years	
	<i>Blinds in most rooms</i>	Short: Provide comfortable working environment	Continually replace/repair blind in classrooms	Premises Manager/Finance Officer	1 year – ongoing	
	<i>Soak away trench outside Sports Centre</i>	Long: Levelled surface	Investigate options to fill trench	Premises Manager/Finance Officer	2-3 years	
	<i>Disabled parking space outside E Block</i>	Short: Space to be visible as disabled Repaint disabled sign on floor	Put up disabled sign on wall by space	Premises Manager/Finance Officer	1 year	
	<i>PE equipment for use with students with visual impairment</i>	Long: Purchase new equipment Training staff to use specialist equipment		Head of PE	1 year	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

Year 1 completion = January 2023

Year 2 completion = January 2024

Year 3 completion = January 2025

It will be approved by the governing board/the Principal.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality policy
- Single Equality Scheme
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy