



ACCESSIBILITY PLAN 2019/20



TRANSFORMING LIVES, TRANSFORMING COMMUNITIES

DOCUMENT CONTROL TABLE

Purpose of this statement:	To outline the Trust Accessibility Plan
This policy has been approved for operation within:	All Trust Establishments
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Approved by:	Board of Trustees
Date of review:	September 2021
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Owner:	Feversham Education Trust

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Version	Date	Note of revisions

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WEBSITE

PRE-ADMISSION
DOCUMENTATION

STUDENT/PARENT
PLANNERS

ON-REQUEST



Our Accessibility Plan sets out how our school will improve equality of opportunities for disabled and vulnerable people. This plan sets out the establishment’s proposals to increase access to education for disabled and vulnerable pupils in the following three areas:

- Increasing the extent to which disabled and vulnerable pupils can participate in the school curriculum;
- Improving the physical environment of the establishment to enable disabled and vulnerable pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled and vulnerable pupils.

Action	Success Criteria	Lead	Target Date
Ensure the Estate is accessible for pupils with disabilities	<ul style="list-style-type: none"> • Sustain visits from the Local Authority Advisory Teachers to evaluate estate and make recommendations. • Ensure the estate is accessible for students with SEND, particularly those with mobility issues, making appropriate adjustments to the estate (as required) • The school has a full Personal Emergency Evacuation Plan (PEEP) which notes requirements of an individual to assist their evacuation in case of an emergency. • Each individual with SEND requirements will have an individual assessment prior to a start date at the school. As part of this meeting this would identify if an individual has a requirement for an adjustable desk or chair. • Sustain weekly fire alarm tests to ensure that the fully intelligent Fire Alarm System is working correctly. 		
Develop staff routines to support the effective movement of pupils with disabilities around the school estate.	<ul style="list-style-type: none"> • Staff complete training to understand their roles in supporting pupils with disabilities move around the school estate. 		
Develop and deliver activities to raise awareness of disability rights.	<ul style="list-style-type: none"> • SENDCO to monitor SEND pupils’ equal opportunities across school and hold regular CPD sessions with staff to refine practice. • Deliver disability related assemblies aimed at raising awareness of equal rights across the pupil cohort. 		
To enhance provision of resources for learners with disability	<ul style="list-style-type: none"> • Training for all staff on supporting students with HI or VI • Provision of VI and HI equipment for learners with visual or hearing impairment • Staff to use new technologies to assist teaching and learning for any new pupil with hearing or visual difficulties. • Pupils with reading difficulties are provided with resources in an easy to read format or larger print. 		

Action	Success Criteria	Lead	Target Date
Develop effective systems for sharing information on pupil disabilities and medical needs	<ul style="list-style-type: none"> Shared space created to share accurate and up to date information on pupils' disabilities and medical needs 		
All out of school activities are planned to ensure the participation of the whole range of pupils	<ul style="list-style-type: none"> Trips accessible to all pupils through planned provision 		
To report to LGB re Raising Awareness about Disability Issues	<ul style="list-style-type: none"> Whole school community aware of issues relating to Access monitored by link 		
To ensure interventions are in place to support pupils with SEND in Academic Progress	<ul style="list-style-type: none"> No disparity in performance between different pupil groups. 		
To disseminate information regarding Disability Discrimination Act to relevant staff and allocate buddies for pupils requiring support	<ul style="list-style-type: none"> Information sharing in place to mitigate risk and meet needs of students. 		



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