


Foreland Fields School

Accessibility Plan



Governing Body Approval and Categories

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|---|--------------------------------|
| Date of Last Review / Scrutiny | 10 th October 2022 |
| Date (Month / Year) of Next Review /Scrutiny | 10 th October 2025 |
| Date Policy was Ratified | 23 rd November 2022 |
| Category of the Policy | General |
| Named Lead for Writing the Policy | Headteacher |
| Named Governor for Scrutiny | Chair of Governors |
| Approval Body | Full Governing Body |
| Display on Main Web Site | Yes |
| NOTE: IF THIS POLICY HAS BEEN SCRUTINISED BY A DIFFERENT LEAD GOVERNOR OR BEEN RATIFIED BY A DIFFERENT GOVERNING TEAM PLEASE STATE WHICH TEAM | |
| Signed – Chair of Governors  | Date 23/11/22 |

United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this policy ensures that the following rights are acknowledged:



- **Article 3** (Best interests of the child). The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Article 12** (Respect for the views of the child). Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- **Article 23** (Children with a disability). A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- **Article 28** (Right to education). Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.
- **Article 30** (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.
- **Article 31** (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. Article 32 (child labour) Governments must protect children



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Accessibility Plan

Links with Other Policies

This accessibility Plan should be read in conjunction with the following school policies and documents:

- Values and Ethos Document
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Single Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection Policy
- Positive Behaviour Policy
- Behaviour Principles
- Careers Education Policy
- Discipline and Conduct Policy
- Appraisal of School Staff Policy
- Anti-Bullying Policy
- Collective Worship Policy
- Staff/Pupils Acceptable Use Policies (IT)
- Dignity and Respect at Work Policy
- Relationships and Sex Education Policy
- Prevent Policy.

Related Acts, Policy and Guidance Documents

- Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice
- Department for Education (DfE) Guidance for Schools on the Equality Act 2010

Aims

Schools are required under the Equality Act 2010 to have an accessibility Plan. The purpose of this 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.

Ensuring Compliance with the Equality Act

Foreland Fields School's Single Equality Policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act



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1975. This policy therefore, supercedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. At Foreland Fields School we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally.

Foreland Fields Schools' Single Equality Policy summarises the school's approach in ensuring equality for all, and details the school's Equality Objectives.

Foreland Fields School Believe that:

- all of our pupils have the capacity to learn, are entitled to the opportunity to learn and should have access to quality education in order to enable them to learn.
- all of our pupils should be enabled and challenged to reach their full potential.
- many of our pupils are vulnerable – they have the right to be safe and protected.
- each of our pupils is an individual, with individual needs – educational, social, medical, emotional and care. They have the right to have these needs met.
- our pupils have the right to be seen as children first – rather than be defined by their disabilities.

We Want our Pupils/Students:

- to be happy, safe and secure.
- to feel part of a community and feel valued.
- to have flexible and appropriate inclusion opportunities.
- to have a good quality of life and to have their needs met.
- to be as independent as possible.
- to have access to a quality environment and resources.
- to have a flexible, individualised education.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including 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.



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 or cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equalities 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 adjustment to the premises.

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be scrutinised by the Governors Resource Team and Ratified by the Full Governing Body.

Financial Planning and Control

The Headteacher, Senior Leadership Team and the Governors Resources Team will review the financial implications of the accessibility plan as part of the normal budget review process.

Foreland Fields School Accessibility Plan Objectives 2022-2025:

1. To recognise the increasing number of pupils with complex needs on roll and to provide an appropriate approach, environment and curriculum. To develop the Adventurers Pathway to meet need and ensure the curriculum builds on prior learning, ensuring progress for pupils with Complex Learning Difficulties.
2. To promote effective transition from school. To ensure that children are better prepared for life after Foreland Fields School.
3. Improve the delivery of information to pupils with a disability.



Signed (Chair of Governors):

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Date:

Accessibility Plan

Action Plan linked to School Improvement Priorities

1. Equality of Access: To recognise the increasing number of pupils with complex needs on roll and to provide an appropriate approach, environment and curriculum. To develop the Adventurers Pathway to meet need and ensure the curriculum builds on prior learning, ensuring progress for pupils with Complex Learning Difficulties.

United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this objective supports the following rights:

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



| Objective | Success Criteria | Review | Responsibility |
|---|--|---------|--|
| Ensure that the school Pathways lead to all pupils/students being able to access an appropriate curriculum. | <ul style="list-style-type: none"> To ensure that new curriculum plans for the Adventurers' pathway are being implemented with positive impact on pupil progress. Ensure that the informal curriculum lays the foundation for future learning in the areas of communication, self-regulation, play and independence. Pupils with Complex Learning Difficulties are all following the Adventurers' Pathway with timetables and daily planning provision in place. Pupils who are crossing the bridge are able to access the appropriate aspects of the semi-formal curriculum including literacy and numeracy. Consultancy work for Adventurers Pathway to enhance the quality of the curriculum. Further training and support from Peter Imray (Consultant - Specialist Teacher of Children, Young People and Adults with Special Educational Needs) for those teachers following the Adventurers Pathway. Ongoing pathway related CPD programme. INSET Day 3 – Introduction to Adventurers' Pathway | Ongoing | <ul style="list-style-type: none"> Mental Health Leads Leadership Team |

Signed (Chair of Governors):

Date: 23-11-22

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|--|--|--|--|
| | <ul style="list-style-type: none"> • Assign a member of staff as a lead in behaviour. • Provide bespoke proactive training for staff within Adventurers' classes appropriate to the needs of the students. | | |
|--|--|--|--|

Signed (Chair of Governors):



Date:

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2. Equality of Opportunity: To promote effective transition from school. To ensure that children are better prepared for life after

Foreland Fields School.

United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this objective supports the following right:

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



| Objective | Success Criteria | Review | Responsibility |
|---|--|---------|---|
| <p>To promote effective transition from school.</p> <p>To ensure that school leavers are better prepared for life after Foreland Fields School.</p> | <ul style="list-style-type: none"> Improved knowledge of local and national providers. Satellite provision to improve opportunities for transition to East Kent College (High percentage move on to EKC). Ensure that the physical environment is accessible for all students regardless of their ability/disability. Sessions delivered to students which help to increase independence and self-help skills thereby better preparing them for adult life, e.g. PSHE focussing on relationships, PE which promotes health and lifestyle choices. Ensure that the child is given a voice, and that they are heard, when making decisions about their future. Increase in out of school social opportunities, e.g. linked to Foreland Field of Dreams project which can support post school social life. Students to experience a range of activities within the community that can be accessed post-school to support and promote social opportunities. Improved communication between professionals to support a smooth transition from school to post-19 providers. Planning and delivery of a parent/student 'moving on' event to ensure that both students and their parents are aware of post-school options. | Ongoing | <ul style="list-style-type: none"> Headteacher and Deputies Leaders of Learning |

Signed (Chair of Governors):

Date:

23/11/22

3. Access to Information: Improve the delivery of information to pupils with a disability.

United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this objective supports the following right:

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them



| Objective | Actions | Review | Responsibility |
|--|---|---------|--|
| <p>Improve the delivery of information to pupils with a disability.</p> <p>This includes improvements both in school and within the wider community.</p> | <ul style="list-style-type: none"> Enhanced awareness of pupils' preferred learning styles and effects of specific learning disabilities and medical conditions. Ensure that Information that is normally given in writing (such as handouts, timetables and textbooks) can be made more accessible by being offered in other formats, e.g. Braille, in large print, on audio format, using a symbol system. Liaise with organisations that commonly provide young people with information, e.g. NHS, KCC, etc and offer to support them to provide information in a way that is both understandable by, and meaningful to, our pupils. Explore what would help children with disabilities have better access to the curriculum and learning opportunities. They will involve looking at the environment, e.g. do they learn better outside, is the classroom too noisy, is there a problem with timetabling, etc? Look at internal signage, use of resources, e.g. large print resources, specialist equipment, e.g. hearing support, pictorial or symbolic representations, in order to ensure that all pupils have access to information. Ensure that resources are created and acquired in order to ensure that communication is accessible to all. Ensure that those individuals that require individualised support, e.g. BSL sign language users, have access to this and that providers are aware of this. | Ongoing | <ul style="list-style-type: none"> Adrian Mount (Headteacher) Leadership Team School Nurses |