



# ACCESSIBILITY PLAN & DISABILITY EQUALITY SCHEME

Policy first adopted: March 2012

**To be reviewed every 3 years**

Reviewed: March 2013

Reviewed: June 2016

Reviewed: January 2019

Reviewed: January 2022

Reviewed: January 2023

Reviewed: January 2025

Reviewed:

## Introduction

The philosophy of Ferndown Upper School is based on inclusive principles which strive to promote equality. Equality of opportunity at the School is about providing equal access and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community - pupils, staff, governors, parents and community members.

As a school community, we wish to ensure that we meet the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, age, sexual orientation and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. We will especially strive to eliminate discrimination and harassment and promote equality of opportunity for everyone whilst taking account of disabled people's disabilities even when that involves treating disabled people more favourably than other people.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## Priorities

1. Ferndown Upper School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. This plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
  - When creating **new policies or reviewing existing policies**, we will consider the diverse needs of our school community so that none are disadvantaged.

2. In addition, the Disability Discrimination Act 2005 places a **general duty** on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the **Disability Equality Duty** which is owed to all disabled pupils, staff and those who visit the site.

3. Action Plans relating to these key aspects of accessibility can be found in Appendix B and C.
4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. This will be built into school INSET sessions during each school year.
5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
- Curriculum
  - Equal Opportunities and Diversity
  - Staff Development
  - Health & Safety (including off-site safety)
6. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
7. The School's complaints procedure covers the Accessibility Plan.
8. The Plan will be monitored through the Governors Learning Committee.
9. The school will work in partnership with the local education authority in developing and implementing this plan and will adopt in principle the "Dorset Childrens Services Accessibility Strategy".

## **Making it happen**

### **Management, coordination and implementation**

The Disability Equality Scheme and Accessibility Plan will be formally adopted by the Governing Body.

In order to ensure that action is taken to meet the Disability Equality Duty, Ferndown Upper School has created action plans that can be found in Appendix B & C. It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Disability Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

## **Monitoring**

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. Ferndown Upper School monitors:

- Achievement of pupils with a disability
- Any disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

**Appendix A: Check list for school staff and Governors**

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Is pupil achievement monitored by disability? Are there any trends or patterns in the data that may require additional action?

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Are disabled pupils encouraged to participate in school life?

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Is disability portrayed positively in school books, displays and discussions such as PSHE and assemblies?

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Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

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Is information available to parents, visitors, pupils and staff in formats which are accessible if required?

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Are procedures for the election of parent governors open to candidates and voters who are disabled?

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## **Appendix B: Ferndown Upper School Accessibility Plan**

### **Improving the Physical Access at FUS**

FUS welcomes diversity and difference and always considers how to improve access for disabled people.

The consideration of disabled adults visiting the school:

- Facilities for wheelchair users
- Safe floors securely fixed and not over polished
- Clear signs

The School always gives consideration to improvements such as those listed below, whenever necessary:

- improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings
- the provision of particular furniture and equipment to improve access.

Recent changes include:

	Target/Area	Strategy/Method	Outcome	Achieved?
1	Accessible car parking	Disabled bay to be remarked	Disabled people will have easier school access and exit	Y
2	All exits/entrances to be ramped	Disabled access ramped	Disabled students will have easier school access and exit	Y
3	All door frames to be painted black/ doors in a light colour to aid visually impaired	When decorating any areas	Visually impaired people will be able to negotiate their way around more easily.	Y
4	Staircases	Colour-contrasted handrails to both sides of staircases and steps	Visually impaired people will be able to negotiate their way around more easily.	Y
5	All internal ramps to be colour highlighted for visual differentiation	Different colour carpet	Visually impaired people will be able to identify changes to floor height.	Y
6	Accessible toilet	To provide one unisex accessible toilet in D Block	Better availability of toilet facility for disabled.	Y
7	Provision of a lift to access the upper floors	Lift to D block	Easier access to faculty areas.	Y
8	Fire escape from the back of the stage	Replace stairs with ramp	Adequate fire escape for disabled.	Y
9	Disabled toilet access	Replace fob entry with key pad	Easier access to toilet facilities for disabled.	Y
10	Physio room	Relocate basin to allow more space for physio therapy bed	Physiotherapy can be carried out by 2 helpers as opposed to 1.	Y

Future changes to consider:

1	Ramp to E block	Lessen the steepness	Easier access to faculty areas.
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## **Appendix C: Ferndown Upper School Accessibility Plan**

### **Improving the Curriculum Access at FUS**

The school will draw upon the expertise of external partners e.g. speech and language therapists and also liaise with feeder schools. There will also be liaison with subject leaders, curriculum planners / timetablers and Learning Support to ensure the appropriate deployment of teaching assistants. Advice and support from the LA will be requested where required. For disabled pupils consideration is always given to particular groups, as part of normal good teaching practice, for example:

- PE for pupils with a physical impairment
- Music for deaf and hearing impaired pupils
- Easy language or taped information for pupils with learning difficulties
- Pictures and symbols for pupils with communication difficulties
- Pre-printed homework for dyslexic pupils
- Large print for visually impaired pupils
- Classroom organisation so disabled pupils can freely move around
- Clear signs for visually impaired pupils especially health and safety advice
- Lighting that supports lip reading and visually impaired pupils
- The self-esteem of disabled pupils by promoting positive images of disabled people in books, teaching materials and the wider curriculum
- The elimination of bullying towards disabled pupils as evidenced by behaviour logs.

Already carried out:

	<b>Target/Area</b>	<b>Strategy/Method</b>	<b>Outcome</b>	<b>Achieved?</b>
1	All out-of-school activities are planned to ensure the participation of the whole range of pupils	SLT member responsible for trips to QA to ensure that the trip is fully representative	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Y
2	Ensure access to computer technology appropriate for pupils with disabilities.	ICT Action Plan includes prioritised purchasing for computer technology as required for pupils with disabilities.	Access to appropriate computer technology will be improved for all disabled pupils.	Y
3	Monitor pupil achievement by disability	Study attainment data for these groups and report to SLT/Govs. Put in place support strategies if required.	Disabled students will have potential barriers to success removed.	Y
4	Appropriate support for examinations	Ensure that all students have appropriate support for examinations and assessments	Students will not be disadvantaged through disability from attaining the best possible grades according to their potential.	Y
5	Curriculum audit	To ensure that equality issues are dealt with in a sensible and supportive manner.	PSE provision updated.	Y