



ACCESSIBILITY PLAN 2022

At Frederick Holmes School we are committed to an inclusive curriculum and to increasing the access to the school's facilities for all by:-

- Increasing the extent to which disabled pupils and students can participate in the school's curriculum
- Improving the physical environment of the school
- Improving the delivery of information to pupils and students with disabilities

Approved by Governors: Summer 2019

Reviewed: Autumn 2022

To be reviewed: Summer 2025

The Equality Act 2010 and the SEN and Disability Act 2001 cover education and state that each establishment is required to have an accessibility plan in place. Therefore the Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA by:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition of Disability

The Equality Act 2010 defines disability as the following:

“A person has a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”.

Audit of existing achievement/provision

1. Physical

- The school is on two levels and accessible for wheelchairs
- The building complies with all disabled access regulations including disabled lifts between floors
- Floor coverings to all areas are suitable for wheelchair use
- Audible fire alarm
- Classroom areas carpeted (in part) to improve acoustics
- Blinds/curtains fitted to all areas to improve vision
- Toilets/support rooms fully adapted and available for disabled pupils and adults
- Hoists fitted to every classroom to improve Moving and Handling
- Wheelchair access to all areas
- Hydrotherapy Pool on site with hoist access and accessible changing rooms
- Specialist support provided by external agencies i.e. Speech Therapy, Physiotherapy, OT

2. Curriculum

- Curriculum differentiated by task and outcome
- Liaison with external services and agencies (physical, sensory, learning, behaviour)
- Detailed pupil information given to all staff which is regularly updated
- Special arrangements made for exams
- Specialist resources available to support specific needs i.e. AAC
- Regular meetings/contact with parents
- Specialist support for learning including highly trained TA's in every phase

School Priorities

Priority 1

Increasing the extent to which disabled pupils can participate in the school curriculum.

Our pupils need access to the 'formal taught' curriculum of the school and the sensory curriculum, but also to activities in the school day and beyond. This provision will be regularly assessed to identify barriers to participation and to enable the necessary adjustments to be made.

It is considered that the current approaches in place ensure appropriate curriculum access for the current school population. However, we intend to continue developing these approaches and thereby improve overall provision. Should new pupils be admitted, their individual needs will be considered and addressed.

<u>Target</u>	<u>Action Needed</u>	<u>Responsibility</u>	<u>Time Scale</u>	<u>Resources</u>	<u>Success Criteria</u>	<u>Arrangements for monitoring and evaluation of overall effectiveness</u>
<u>1a</u> To continue to develop staff knowledge including how to overcome barriers to learning for specific learning and physical needs	To put a comprehensive training programme into place to ensure all staff have specific and relevant training as identified at Performance Management interviews and from guidance received.	WFD Co-ordinator Relevant and appropriate staff members	Training programme to be implemented as necessary and to be regularly updated when required.	Time for WFD Co-ordinator to complete and implement training programme and update it. Time, funding and supply cover as and when required for attendance at training courses.	Training completed and put into practice. Improvement in lesson delivery and pupil progress.	Lesson observations Performance Management Assessment and progress targets/outcomes/reports
<u>1b</u>						

<p>To be able to respond to pupils diverse learning needs and overcome potential barriers to learning and assessment for individuals.</p>	<p>To implement the training programme as identified in Target 1a.</p> <p>To seek relevant advice to enhance the curriculum for pupils as necessary. This may include training sessions for individual members of staff</p> <p>Pupil/student work to be differentiated in pace, style and content together with adult support and seating arrangements.</p> <p>To continue to develop pathways for learning and associated assessment.</p>	<p>Class Teacher</p> <p>Relevant support staff</p> <p>WFD Co-ordinator</p>	<p>To be fully implemented by the end of the Summer Term 2023 and to be continued as and when required.</p>	<p>WFD Co-ordinator - time, funding and supply cover as and when required for the implementation of the training programme.</p> <p>Class Team - time with Outreach Services</p> <p>Teachers - planning time within PPA for preparation of appropriate pupil/student work.</p> <p>Phase meetings</p>	<p>Training completed and put into practice.</p> <p>Improvement in lesson delivery and pupil progress</p>	<p>Lesson observations</p> <p>Performance Management</p> <p>Assessment and progress targets/outcomes/reports</p> <p>Feedback from staff, parents/carers and pupils/students</p>
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<p><u>1c</u> To ensure that all school visits are accessible to everyone.</p>	<p>Staff to review places of visits and suitability.</p> <p>To ensure suitable risk assessments are in place together with all of the necessary paperwork.</p> <p>To ensure the required first aiders are organised to accompany the trip (unless a venue has a first aider willing to support staff and pupils)</p> <p>To ensure the M&H Co-ordinator has been consulted with regards to access, support needs and any M&H issues.</p> <p>Complete paperwork for Evolve</p>	<p>Trip organiser.</p> <p>EVC (JW)</p> <p>M&H Co-ordinator.</p>	<p>Procedures and practices to be fully implemented before all visits</p> <p>New HET paperwork including Risk Assessment pro formas to be shared with staff during training session</p>	<p>Each visit - time to complete all of the necessary paperwork and to review place of visit.</p>	<p>The completion of a safe and successful visit which includes all risk eventualities.</p>	<p>Feedback from staff, parents/carers and pupils/students</p>
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	<p>ensuring that all elements are included in formatted docs.</p> <p>Due to increased numbers of pupils, the school will organise swimming sessions with an outside agency to ensure access for all.</p>					
<p><u>1d.</u> Ensure ICT access is appropriate for pupils and linked to personalised plans and independence</p>	<p>Review accessibility of ICT for each pupil</p> <p>Identify software priorities and link to financial plans.</p> <p>Maintain current hardware and ensure it is fit for purpose</p> <p>Train staff in new software/</p>	<p>AHT Lead WFD coordinator</p> <p>HET ICT technician</p>	<p>By Summer 2023 all pupils will have a personalised access plan</p> <p>These plans to be reviewed annually</p>	<p>ICT Lead to complete and update ICT pupil profiles</p> <p>Funding for essential hardware and software and maintenance thereof</p> <p>Training sessions when required (including Eye-gaze, VOCA, immersion rooms etc)</p>	<p>FHS to be at the forefront of innovative technologies</p> <p>Increased levels of pupil access to appropriate ICT</p> <p>Increased levels of pupil access to appropriate ICT (including software and hardware)</p>	<p>Written reports and video evidence of access arrangements</p> <p>Blue file monitoring</p>

	use of ICT based facilities			Template form for access observations/ monitoring		
1e Ensure the safety and wellbeing of pupils	<p>Medical support available on site to respond to complex care needs and medical emergencies</p> <p>Staff identified to receive medical competency training</p> <p>Staff to work with NHS team to complete work books and receive sign-off training</p>	<p>WFD coordinator to plan training sessions and sort on-line site access</p> <p>Funding available for Nurse and HCSW</p> <p>Joint commissioning arrangements in place</p>	<p>Ongoing</p> <p>All staff requiring medical competency training will be completed each year (by the latest Autumn half term)</p>	<p>Online website (competencies training)</p> <p>Workbooks created by training provider.</p>	<p>Staff will feel confident supporting pupils with their medical requirements</p> <p>Pupils will receive the appropriate effective level of care and be safe at school</p>	<p>Health and Safety incident records to identify issues.</p> <p>Training records of competency</p> <p>Back up staff will complete procedures regularly even when main staff member is not absent from work</p>

Priority 2

Improving the physical environment of the school to increase the extent to which pupils can take advantage of education and associated services.

All refurbishment and new building will be undertaken with the intention of improving access for disabled pupils, staff and visitors. Consideration will also be given to how different impairments have specific requirements and can be best catered for within the school environment.

<u>Target</u>	<u>Action Needed</u>	<u>Responsibility</u>	<u>Time Scale</u>	<u>Resources</u>	<u>Success Criteria</u>	<u>Arrangements for monitoring and evaluation of overall effectiveness</u>
<u>2a</u> Appropriate communication systems available for all shared spaces in school.	Objects of Reference and auditory devices and symbol timetables throughout the school	SLT Class Teams	To be reviewed annually	Meeting time for staff Comm Leads Objects of Ref items Big Points Symbol TT's on shared spaces and classrooms	As far as possible, all stakeholders able to interpret their environment	Feedback from stakeholders.
<u>2b</u> Enhance the levels of independence students have whilst in school	Risk assessments to be completed for using the lifts Training for students in accessing the lift and using the emergency controls Levels of independent mobility and movement around school clearly	SLT MH Coordinator	All Risk assessments to be completed annually	Lift Risk Assessments and training for young people Information sheets on how to use the lift in each lift A grading for the use of powered wheelchair established and RA for powered chair in place (available in blue file)	Students will feel a greater sense of independence around the school.	Self-esteem survey focusing on levels of independence

	identifiable by staff					
<u>2c</u> Increase the use of the Environmental Controls facility	<p>Identify key equipment that can be used in this facility</p> <p>Train staff and students in the use of various devices</p> <p>Class teachers to be supported with planning lessons</p>	Class teachers	Summer 2023	<p>Planning time for staff to work with ICT Lead</p> <p>Pupils visit Ganton Flat and Assistive Tech provision in Hull</p>	Students will have greater opportunities to learn the key skills necessary for living increasingly more independent lives.	<p>Self-esteem survey and pupil feedback through school council</p> <p>Personalised plans and EHC Outcomes focus on wider outcome targets</p>
<u>2d</u> Improve pupil access to the outside spaces	<p>Identify shared spaces to work and play collaboratively with children in the proposed new Free School</p> <p>Develop further access to the Forest School facility and 'green spaces' in the school grounds.</p>	<p>SLT</p> <p>School Council</p> <p>PTFA</p>	December 2022	<p>Funding to purchase relevant resources</p> <p>Meeting time to collaborate with stakeholders</p> <p>Professional advice for developing outside areas</p>	<p>Exciting outdoor area which enhances the learning opportunities of pupils</p> <p>Pupils will work collaboratively with less familiar peers</p>	<p>Planning reviews</p> <p>Lesson observation</p>

	Identify and purchase appropriate interactive resources for students to access which will compliment pupil learning and progress					
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Priority 3

Improving the delivery of information to pupils/adults with disabilities

All staff ensure that the specific needs of every pupil are met by forward planning every lesson and producing material which is differentiated to meet identified needs. This could be in the form of AAC for example and advice is sought from the relevant support service i.e. Speech and Language Therapy.

It is considered that the current approaches in place ensure appropriate provision of information for the current school population. However, we intend to continue developing these approaches thereby improving provision. Should new pupils be admitted, their individual needs will be considered and addressed.

<u>Target</u>	<u>Action Needed</u>	<u>Responsibility</u>	<u>Time Scale</u>	<u>Resources</u>	<u>Success Criteria</u>	<u>Arrangements for monitoring and evaluation of overall effectiveness</u>
<u>3a</u> Increase involvement of pupils in EHC and annual reviews	Pupils/students to be invited to and encouraged to attend EHC meetings when appropriate.	Lead person for EHC meeting. Admin Team.	Ongoing	Time to review procedures and update staff. Support from staff to enable	Increased pupil/student involvement in their own EHC.	Feedback from pupils/students and parents/carers.

	<p>Pupil profiles to be reviewed to check that they are effective allow person-centred outcomes to be created.</p> <p>Staff trained to focus on person centred approaches and use these methods in meetings</p>			pupil/student to attend EHC.	More productive and relevant EHC meetings.	Feedback from staff.
<p><u>3b</u> To ensure transition arrangements are in place to support young people moving into further education/ alternative provision</p>	<p>Clear plans in place to identify future providers. 14-19 lead to attend transition to adulthood meeting and update tracker</p> <p>Pupils attend provider events including transition meetings in school</p> <p>Link visits to different providers included in TT</p>	<p>Class teachers MBo and LS AY</p>	<p>Y14 EHC Reviews held in Autumn term each year.</p>	<p>Curriculum incorporates transition and provider options</p> <p>Information on providers available in school or on website for parents</p> <p>Local Offer</p>	<p>All pupils leaving FHS will have a placement sorted in advance of the end of the Summer Term.</p>	<p>Monitored through applications And information re destinations</p>

	<p>Staff to attend training on legal process relating to EHC plans.</p> <p>Family Liaison Coordinator supports families in transition to set up visits and transition</p>					
<p><u>3c</u> Improve opportunities for students to learn about the world of work</p>	<p>14-19 long term plan identifies work shadow for all students</p> <p>Work experience offer is personalised to student interests and ability</p> <p>Ensure all external providers have RA in place</p>	MBo and LS Class teachers	By July 2024 all young people in Year 14 (not sensory class) will have completed a work shadow and also work experience placement (if appropriate) and completed accredited course work in relation to this	<p>Risk assessments</p> <p>Meeting times with employers etc.</p> <p>Log books</p> <p>ASDAN Employability</p>	Students will feel confident in their placements and have a greater idea about the world of work	Monitored through work experience log books
<p><u>3d</u> To work collaboratively with other schools to further develop</p>	<p>Working group established.</p> <p>Sharing of resources</p>	MBo, LS and class teachers	By July 2023	<p>Meeting times</p> <p>Central storage for electronic resources</p>	Improved delivery of 14-19 curriculum	<p>ASDAN moderation</p> <p>Lesson observation</p>

14-19 curriculum						Work scrutiny
						Qualifications

Glossary of Terms:

AAC – Augmentative and Alternative Communication
 CHCP – City Health Care Partnership
 DDA – Disability Discrimination Act (1995)
 EHC – Education, Health and Care (plan)
 EVC – Educational Visits Coordinator
 HCSW – Health Care Support Worker
 HI – Hearing Impairment
 ICT – Information and Communication Technology
 ILP – Individual Learning Plan
 M&H – Moving and Handling
 NHS – National Health Service
 OT – Occupational Therapy
 PMLD – Profound and Multiple Learning Difficulties
 PPA – Planning, Preparation and Assessment (time)
 SLT – Senior Leadership Team
 TA – Teaching Assistant
 VI – Visual Impairment
 WFD – Work Force Development