

## **Faringdon Community College**

### **Accessibility Plan 2023 - 2024**

#### **Section 1: Vision statement**

At Faringdon Community College, we believe that all children should be happy, safe, and feel valued so that they gain a respectful and caring attitude towards each other and the environment both locally and globally. Faringdon Community College has a responsibility to ensure all groups of learners are able to achieve without potential barriers to accessing the school or learning.

Faringdon Community College is committed to providing an environment that enables a full curriculum that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability in developing a culture of inclusion, support and awareness within our school.

#### **Purpose of the plan**

This plan shows how Faringdon Community College intends to increase the accessibility of our school for children, staff, parents/carers and visitors who have a disability. This is a requirement under the Equality Act 2010. It sets out how the governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act, the plan focuses on three 'key areas':

- 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 provided in writing for pupils who are not disabled.
- We recognise the importance of staff training in all aspects of Special Educational Needs, Disability and Equality, as being fundamental to bringing about improvement.

## Definition of disability

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

## Associated Documents

The Action Plan for physical accessibility relates to the Access Audit of the School. The audit will need to be revisited prior to the end of the three-year plan period in order to inform the development of the new Plan for the following period. The Plan links to the SEN Policy and SEN Information Report and is published alongside these documents on the school website.

## Monitoring Procedures

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured. The plan must be approved by the Governing Body and is to be reviewed and updated at least every three years.

The School's complaints procedure covers the Accessibility Plan.

Signed:

..... Chair of Governors

..... Headteacher

Date of Access Plan: 05 March 2024 Date of review: January 2027

Linked policy documents and information sections on the school website:

Equality Objectives  
Curriculum/Teaching and Learning  
Assessment  
Admissions  
SEN Policy

## Section 2: Aims and objectives

Our aims are to:

- **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 all other school pupils. This covers teaching and learning, including physical education, 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 or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- **Improve and maintain 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 within a reasonable timeframe.
- **Improving the delivery of written information to pupils, staff, parents and visitors with disabilities**, examples might include letters and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The table below sets out how the school will achieve these aims.

Aim: Increase access to the curriculum for pupils with a disability					
Objective	Current good practice	Actions to be taken	Person responsible	Timescale	Success criteria
Increase confidence, knowledge and skills of teachers and TAs in meeting the needs of students with SEND	Training sessions on SEND are included in the whole-school INSET programme and in the Induction Programme for new staff.  TAs have regular training on meeting the needs of students with SEND.	All staff to attend training on SEND on a regular basis	SENCo, AHT SEND	INSET at start of year and ongoing	Lesson observations show evidence of inclusive first teaching. Teaching is adapted to meet the needs of students with SEND.  TA-led interventions for Literacy and Maths are effective

	Recent Lexonik Leap training for TAs delivering literacy interventions.				
All teachers follow best practice in planning and making reasonable adjustments for students to facilitate their learning as part of their normal way of working in class. This includes students with identified access arrangements.	<p>Key inclusive teaching strategies have been identified and shared with all staff.</p> <p>Regular liaison with advisory services, recommendations shared with teaching staff.</p> <p>Access arrangements are put in place for tests and exams</p> <p>Equipment to facilitate curriculum access is made available to students, e.g. radio hearing aids, reader pens, laptops. Identified students have access to a reader / scribe.</p>	<p>Continuing focus on inclusive quality first teaching and adaptive teaching. Further training for all staff.</p> <p>Ensure Middle Leaders are confident in identifying and promoting good practice in their subject areas.</p> <p>Continue to develop use of MIS to further improve accessibility of information for teaching staff.</p>		Training sessions available termly throughout the year Ongoing	<p>Lesson observations show evidence of differentiation with adjustments in place for students with learning difficulties.</p> <p>Recommendations from advisory services are followed.</p>
All teachers know how to identify students who may have SEN	SEND updates are regularly included in staff meetings.	Regular training for staff on the SEND Code of Practice and OCC Guidance for identifying and supporting pupils with barriers to learning.	SENCo, AHT SEND	Annually in the Autumn Term	Accurate identification of students with SEND and additional needs
Improve access to the curriculum for	Quieter spaces are available in the SEN and Pastoral Bases so that students can continue to	Appoint additional TA to support transition back into mainstream class	SENCo, AHT SEND, HT		Teachers are effective at meeting the needs of

students with complex needs	<p>learn outside the classroom environment with support.</p> <p>Interventions take place on a group or 1:1 basis to support students to develop the skills they need to remain in the classroom environment e.g. small group social skills and emotional regulation interventions, ELSA, Autism and ADHD Advocate 1:1.</p> <p>Recent Team Teach training on de-escalation attended by SEND and Pastoral Teams, including SENCo and Heads of Year.</p>	<p>Provide a dedicated space for students to calm</p> <p>Continuing training for teachers and TAs on a range of SEN Needs</p> <p>Develop enhanced curriculum pathways due to the increasing numbers of students with complex needs, including EHCPs</p>			<p>students with complex needs in their classes.</p> <p>TA Support for students is effective both in lessons and during interventions.</p> <p>Sufficient space is available and is fit for purpose</p>
All educational visits to be accessible to all	<p>Educational Visits Administrator liaises closely with parents, visit leaders and SEND team to ensure needs can be met. Additional staff provided to enable participation when necessary</p>	<p>Ensure accessibility and appropriateness of visits for students with disabilities is considered when any new trip is planned</p>	Educational Visits Administrator	As required	<p>All pupils in school able to access all educational visits and take part in a range of activities</p>

**Aim: Improve and maintain access to the physical environment**

<b>Objectives</b>	<b>Current good practice</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Review all areas of the school regularly to monitor accessibility.	<p>All outside areas, sporting and social facilities are accessible to all pupils.</p> <p>Most teaching rooms are accessible to all students.</p> <p>Edges of steps are demarcated with yellow strips.</p> <p>Regular audits of school grounds take place for safety and accessibility.</p>	<p>Annual self-audit</p> <p>Refresh painting of yellow lines marking edges.</p>	HT, Site Manager	<p>Annually by the end of the Autumn Term</p> <p>Summer 2024</p>	All areas of school are as accessible as possible to everyone regardless of a disability.
The needs of pupils, staff and visitors with physical difficulties and sensory impairments are taken into account when planning future improvements of the site/premises	<p>There are automatic doors to the front entrance.</p> <p>There are lifts in the Science Block and Wilson Building. Disabled toilets are available in Reception, the 6<sup>th</sup> Form Block and Wilson Building. The Wilson Building also has a disabled shower room.</p> <p>Nearly all entrances to the</p>	<p>Early consideration to be given at the planning stage to how improvements and refurbishments can improve accessibility for disabled students, teachers and parents.</p> <p>Replace remaining steps with slopes or ramps when possible.</p>	HT	<p>When any improvement is planned.</p> <p>When funding is available.</p>	Any refurbishments and improvements have improved access for disabled students when possible.

e.g. improving access to upper floors.	school are at ground level or have gradual slopes providing access.				
Adjustments made to meet the needs of students, parents and staff with disabilities in a timely manner.	<p>The timetable is adjusted to ensure that students with disabilities are taught in accessible classrooms alongside their peers.</p> <p>Advice is sought and followed e.g. from Occupational Therapy or Physical Disability Teams e.g., Height adjustable chairs provided in Science Labs</p> <p>Parent Events are usually held in accessible locations e.g. main hall or Wilson Building</p> <p>Personal Emergency Evacuation Plans (PEEPs) are in place as necessary.</p> <p>Identified members of staff have adjustments made to accommodate their needs.</p>	<p>Draw up individual access plans when students with disabilities start at school when required. Ensure plans are shared with relevant staff.</p> <p>Consider adjustments needed during the timetabling process for the new academic year.</p> <p>Be aware of access needs of parents/carers. Ensure these are considered at the planning stage for meetings and events.</p> <p>Be aware of staff and governors access needs and meet as appropriate</p> <p>Consider access needs during recruitment process</p>	<p>SENCo</p> <p>DHT</p> <p>SLT / Subject Leaders</p> <p>HT</p> <p>Business Manager</p>	<p>Annually in Summer Term prior to transfer and at start of Autumn Term</p> <p>Ongoing as needed</p>	<p>Students are taught in classrooms alongside their peers.</p> <p>Parents have full access to all school activities</p> <p>All staff and governors feel confident their needs are met</p> <p>Access issues do not influence recruitment and retention issues</p>

**Aim: Improve the delivery of written information to pupils**

<b>Objectives</b>	<b>Current good practice</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Teaching staff use strategies to enable access to written information in class for students with a range of difficulties.	<p>Multi-modal methods of presentation are an expectation of quality first teaching. All text is read aloud by the teacher / a strong reader.</p> <p>PowerPoints are uncluttered and displayed on pastel background with visuals when helpful. Dyslexia-friendly font, sizing and spacing.</p> <p>Individual copies of texts to highlight and annotate with larger font size / on coloured paper provided as needed.</p> <p>Reader pens and readers are available when appropriate, including for school tests and exams.</p> <p>A member of staff is trained to transcribe</p>	Ensure strategies are used consistently across the school.	SENCo, AHT SEND, SLT, Subject Leaders		Students are using pens effectively for classwork and homework as well as for tests and exams.



	written information into Braille.				
Ensure information to parents/carers is accessible.	The school ensures that at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud PowerPoints and describing diagrams.	Provide information and letters in straightforward English. Provide information in large font, supported by visual images and videos where relevant.  Ensure website and all documents accessible via the school website can be accessed by the visually impaired	CE	April 2024	All parents receive information in a form that they can access.  All parents can access the relevant information via the website.

### Section 3: Access audit

Feature:	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Up to three stories. Nearly all regular maths, RE, history, and geography rooms and two IT rooms are on upper floors with no lift access as are the SEND Base and the library.	Consider improving access to these areas as part of future refurbishments.  Seek specialist advice in advance and draw up an individual access plan for new students with a disability. Ensure classes are timetabled to avoid these rooms.	HT / SLT	When work is planned.  Annually in Summer Term and as needed
Corridor access	Corridors are accessible for wheelchair users except for the steps in the former	Make an accessible route from the rear of the hall / small hall	HT	Ongoing

	<p>reception area and steps down to cookery rooms and steps down from the small hall. There are no automatic doors. Doors are readily distinguished and handles are at an appropriate height but door closures and lack of sufficient clearance would make some doors difficult to operate from a wheelchair. There is reasonable visibility through most doors for wheelchair users.</p>	<p>to the outside (escape route in case of fire).</p> <p>Area by small hall to be altered as part of future build plans (2025-2027)</p> <p>Doors – recent survey of all doors has been carried out. Program of remedial works and door replacement in progress (2024-2026)</p>		
Lifts	<p>There are lifts in the science block giving access to labs on the upper floors and in the Wilson Building. Controls are at wheelchair height and there are automatic doors.</p> <p>There are two evacuation chairs available in the Science Block.</p>	Ensure lift is checked and maintained regularly.	FAS – facilities management.	Ongoing
Parking bays	Disabled parking bays are available, clearly marked and located by the main entrance.	Ensure bays are maintained and not used inappropriately.	Site Manager	Ongoing
Entrances	Ground level access to front entrance with automatic doors with controls at suitable level for wheelchair users. Gradual slopes provide	Consider installing handrails / replacing steps with slopes where possible. Plan into future refurbishments.	HT	Ongoing

	access to most entrances to the school which are not flush with ground level. There are steps up to the outside entrances to music, by the history classrooms and the small hall. Most steps have handrails.			
Ramps	There are steps up to older mobile classrooms (X1 – 4 and KS3 Pastoral Base). The path past the staffroom and around the outside of the music room is inaccessible due to steps.	Seek specialist advice in advance and draw up an individual access plan for any new students with a disability. Temporary access ramps to be made available as required.  Ensure classes are timetabled to avoid these rooms. Identify alternative routes avoiding obstacles.	SENCo  DHT	Annually in Summer Term and as needed.
Toilets	There are disabled toilets in reception, the 6 <sup>th</sup> form block and Wilson Building. The Reception toilet has a variety of handrails, a lowered basin and tap with lever controls and an emergency call system. TWB disabled toilets have handrails and emergency call points.	Ensure facilities are regularly checked and maintained.	Site Manager	Ongoing
Reception area	Automatic entrance to outer door with controls at suitable level for wheelchair users.	Ensure reception area is maintained free of obstacles.	Site Manager / Receptionist	Ongoing

	<p>Good visibility through the door at both standing and seated levels. Sufficient space to clear outer door in a wheelchair before encountering inner door. Reception desk is at a suitable height for wheelchair users and the area is spacious. There is no induction loop.</p>			
Internal signage	<p>Fire exits and toilets (including disabled toilets) are clearly marked.</p>	<p>Check regularly and maintain as necessary</p>	<p>Site Manager</p>	<p>Ongoing</p>
Emergency escape routes	<p>Auditory fire alarm only. Emergency escape routes clearly signposted. The escape route from the rear door of the big hall is impeded by steps. The escape route from the small hall leads out onto a small raised patio area. The escape route from this area is impeded by steps.</p> <p>Evacuation chairs - 1<sup>st</sup> and 2<sup>nd</sup> floor of the Science block. Both on the lift-side staircase.</p>	<p>Ensure all staff are aware that students with a hearing impairment may not hear the fire alarm. Staff to be extra vigilant as to the whereabouts of these students during a fire alarm. Buddies to be briefed in case of an alarm at unstructured times.</p> <p>Improve the escape route from the rear of the hall / small hall.</p> <p>Training to be completed for use of evacuation chairs (available in main building only) – to be complete by end of T6 2024</p>	<p>SENCo and Form Tutors</p> <p>HT</p>	<p>Ongoing</p>

				July 2024
--	--	--	--	-----------