

Forres Sandle Manor (Non-Academic) Policy

Policy Title	Disability Access Plan
Policy Lead (Appointment (& Initials))	Bursar (CIJ)
Date of Last Review	September 2018
Date of Next Review	September 2020

DISABILITY ACCESS PLAN (DAP)

FSM is committed to the care and education of children with disabilities and have paid due regard to the Equality Act of 2010 when writing this policy for the Disability Access Plan (DAP). The plan meets the requirements set out in Schedule 10 of the Equality Act 2010:

- Increasing the extent to which disabled pupils can participate fully within the FSM curriculum.
- Improving the physical environment of FSM for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by FSM.
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

FSM's governors have 3 key duties towards disabled pupils under part 4 of the Disability Discrimination Act (DDA):

- Not to treat disabled pupils less favourably by reason of their disability.
- To make reasonable adjustments for disabled pupils so they are not placed at a disadvantage to their peers.
- To plan for increased access to education for our disabled pupils.

FSM is committed to:

- Helping our disabled children have full access to the curriculum and take a full and active role in all aspects of FSM life.
- To identify children who may be struggling and implement the necessary support to remove barriers to their learning.
- Give teachers the necessary support and training to be able to adjust their teaching to meet the diverse needs of the pupils in their classes.
- Within the restrictions of being a mainstream school with Common Entrance as a goal and, given the widespread physical layout of the school, FSM welcomes pupils with diverse educational needs, irrespective of race, colour, creed and impairment.

STARTING POINTS

Identifying the needs of our children

FSM does not currently have any pupils with physical disabilities. However, there are portable arrangements to cater for parents and visitors with mobility issues and a disabled parking area has been set aside to allow easy access to FSM's main building.

FSM welcomes children with a broad range of learning difficulties. Approximately 24% of our student population has a difficulty that requires some kind of intervention that is in addition to and different than the mainstream class.

FSM aims to create an environment where:

- Barriers to learning are removed, children are supported according to their needs and pupils leave having achieved academic success.
- The curriculum is accessible for all pupils due to the culture of differentiation amongst the staff.
- Equality of opportunity is engrained in FSM's ethos.
- Through the mentoring system, tutors, matrons and teachers; pupils are listened to and are sensitive to the needs of every child.
- The principles of 'Every Child Matters' flourish.

Pupils are assessed at the beginning of every school year in order to identify children who are at risk of delayed learning. All 6 year olds are assessed and any found to be at risk of reading delay receive an intensive course of instruction to help them catch up with their peers.

Older children found to have gaps in their learning are taught in small groups or as individuals in order to give them the skills they lack.

Children planning to enter FSM in the future are invited for a *Welcome Day*. Any concerns about their skills are discussed with the parents and previous school records are sought. Any necessary support is planned for as early as possible before the child arrives.

Children who arrive and subsequently found to have difficulties are assessed informally and through outside agencies in order to put in place the necessary support mechanisms.

FSM works in partnership with parents and professionals in order to provide the best possible care and support for the pupil.

PRIORITIES

Increasing the extent to which disabled pupils access the curriculum.

FSM ethos is inclusive of all pupils. The staff are well trained and open minded about children with needs within their classrooms. There are presently 5 teachers within the

Learning Centre who ensure that individual needs are catered for.

FSM and the staff will:

- Focus on the individual.
- Plan appropriate methods of differentiation.
- Call in external agencies when necessary.
- Engage in training that inspires creative and inclusive teaching.
- Use peer support.
- Retain high expectations of pupils.
- Share good practice.
- Raise whole school awareness of children with specific needs.
- Ensure full access to the curriculum and activities.

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

- Improvements to the physical layout of buildings are limited by the age of the building stock and the lay out of the campus. However, every effort is made to allow easy access to our site for children with a mild level of physical difficulty (i.e. broken leg).
- Special parking bays for disabled adults are available behind the kitchens which allow easy access to the main building and changing room area.
- Appropriate furniture and equipment is purchased when necessary to allow children to be comfortably seated (i.e. sloped writing surfaces for children with dyspraxic difficulties).
- Lighting, signage, use of coloured paper or trackers, acoustics and carpeting all assist the child within the classroom.

Improving the delivery to disabled pupils of information that is provided in writing to those pupils who are not disabled

- Alternative ways of recording through verbal presentations, drawings, storyboards, film and video.
- Teachers can give hand-outs, pre read books (or send home) bits of texts to pre-prepare.
- Simplify language.
- Differentiate by task or by outcome.

FSM will take the advice of outside professionals when designing appropriate adjustments for the child. Preferences expressed by pupils and /or their parents will be taken into account whenever practicable.

MAKING IT HAPPEN

Management, Coordination and Implementation

- The SENCO in partnership with the Head and governors will ensure that all children within FSM whose disabilities create a barrier to their learning are appropriately

catered for.

- The DAP will also tie in with other FSM policies including SEN, Health and Safety and Child Protection.
- The staff will be given appropriate training to allow for a wide range of abilities within their classes.
- The DAP for 2018-2020s tabled below.

FSM Disability Access Plan 2018-2020

Serial	Timescale	Objective	How	Who	When	Result	Notes
1	Short term	Ensure all teachers identify pupil needs & follow SEN Policy	Issue teachers summary of pupil specific needs outlined in EP reports/specialist teacher assessments. Specialist teacher training annually alternating between SpLD ¹ & differentiation techniques	Monitored by SENCO & issued by LC team	On-going	Continual high profile of LC & weekly reminders about appropriate teaching to remove barriers to learning	
2	Short term	Compliance with Equality Act 2010	Staff & governors aware of the Equality Act 2010 & implications for FSM	Discussed in staff meetings by LC staff	On-going	All personnel aware of the Act	
3	Short/Medium term	Encourage greater confidence & expertise amongst staff when working with SEN pupils	Special needs handbook shows examples how to make adjustments in class for those who learn differently	Discussed in staff meetings by LC staff & specialist speakers	In staff meeting each week, discuss at least one pupil. On going	Improved access to curriculum for all pupils	
4	Short/Medium term	Ensure sufficient disabled parking spaces available for access to buildings & outside areas	Assess needs of new pupils & parents & identify specific areas	Head/Bursar/Estate Manager	Jan 2016 & ongoing	Appropriate facilities in place	
5	Medium Term	Training for all staff on differentiating task for pupils with impairments	Yearly, SENCO to investigate specific needs of new FSM entrants	SENCO &, if needed specialists, carry out INSET (ie SALT)	As required	All staff receive appropriate training.	
6	Medium term	Update & evaluate DAP annually	Conduct DAP audit each Sep to ensure current pupils needs being met	Head & SENCO	Due next Sep 2016	Report to governors that all needs being addressed	

¹ SpLD: Specific Learning Difficulties: an umbrella term used to cover a range of frequently co-occurring difficulties, more commonly: Dyslexia. Dyspraxia and Dyscalculia.

7	Medium Term	Improve use of IT to help pupils with learning difficulties	Evaluate programmes to assist pupils access print & writing tools	Head, DoS, SENCO & Director of IT	On-going. Text help already introduced	Pupils able to access print on PCs & have writing aids to help with written work.	
8	Medium term	Ensure that pupils strive to develop intellectual character using nine characteristics FSM has identified	Raise awareness in all classes & throughout FSM.	All staff	On-going	To help all children develop the building blocks for effective learning	
9	Medium Term	To ensure that both inside & outside areas conform to Health & Safety guidelines	Identify any areas of concern & work to bring them into line with H&S guidelines	Head & Bursar	As required	H&S to be monitored constantly with appropriate risk assessments in place	
10	Long term	To ensure that all our children have full access to the curriculum regardless of their difficulties	Provide in-class support, small group teaching or one-to-one as appropriate in accordance with our SEN policy	Head, DoS & SENCO to ensure that appropriate differentiation is taking place so all pupils feel they are progressing & achieving	On-going	Pupils to develop a confident attitude regardless of difficulties	
11	Long Term	To keep abreast of new government guidelines being implemented in the future including emerging and onward developing Codes of Practice	Attend inset & read updates from ISC website	SENCO to report back to Head & DoS	On-going	To be fully compliant within the context of this setting.	