

## **Forres Sandle Manor (Non-Academic) Policy**

Policy Title	<b>Disability Access Plan</b>
Policy Lead (Appointment (& Initials))	<b>Director of Finance and Operations</b>
Date of Last Review	<b>December 2019</b>
Date of Next Review	<b>December 2021</b>

### **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 remain committed to their duties towards disabled pupils as set out 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.
- Identifying children who may be struggling, and implementing the necessary support to reduce barriers to their learning.
- Giving teachers the necessary support and training 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 for most pupils and, with due regard to the 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 significant or long-term physical disabilities. However, there are portable arrangements to cater for pupils, parents and visitors with mobility issues. 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 one third of our student population has a difficulty that requires some kind of intervention that is in addition to or different to the mainstream class.

FSM aims to create an environment where:

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

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 support 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 develop 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. The Learning Centre staff ensure that

individual needs are catered for.

FSM and its 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 Learning Centre staff, 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 2018-2020 is tabled below.

## FSM Disability Access Plan 2019-2021

Serial	Timescale	Objective	How	Who	When	Result	Notes
1	Short term	Ensure all teachers continue to 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 <sup>1</sup> & differentiation techniques	Monitored by SEN & issued by LC team	Ongoing	Continual high profile of LC & regular 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 as necessary in staff meetings by LC staff	Ongoing	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. Ongoing	Improved access to curriculum for all pupils	
4	Short/Medium term	Maintain disabled parking spaces available for access to buildings & outside areas	Assess needs of new pupils & parents & identify specific areas	Bursar	Ongoing	Appropriate facilities currently in place	
5	Medium Term	Training for all staff on differentiating task for pupils with impairments	Yearly, LC to investigate specific needs of new FSM entrants	LC & if needed specialists carry out INSET (ie SALT)	As required	All staff receive appropriate training.	
6	Medium term	Update & evaluate DAP regularly (every 2 yrs)	Conduct DAP annual audit to ensure current pupils needs being met	Head & LC	Annual (Sept)	Report to governors that all needs being addressed	

<sup>1</sup> 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, LC, Head 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 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 +LC to ensure that appropriate differentiation is taking place so all pupils feel they are progressing & achieving	Ongoing	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	LC, DH(Pastoral) to report back to Head & DH(Academic)	Ongoing	To be fully compliant within the context of this setting.	