

Forres Sandle Manor (Non-Academic) Policy

| | |
|--|-----------------------------|
| Policy Title | Accessibility Plan |
| Policy Lead (Appointment (& Initials)) | Director of Operations (AM) |
| Date of Last Review | September 2025 |
| Date of Next Review | September 2026 |

Accessibility Plan / 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 directors 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 academic progress towards GCSE 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. Disabled parking areas (headmasters visitors and outside DHH) have 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 in the headmasters visitors and by the DHH 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 chair of the board of

directors, 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 2024-2027 is tabled below.

FSM Disability Access Plan 2024-2027

| 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 ¹ & 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 & directors 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 Term | Improve permanent physical access | Incorporate step free and lift access routes in all future construction including new STEAM building currently underway | Director of Operations | Ongoing | Improved Physical access. | |
| 4 | Short Term | Promote accessibility info for events | Ensure parking spaces are reserved, seating is reserved and requirements for ramps etc are understood in advance | Director of Operations / admissions / marketing teams | Ongoing | Improved experience for attendees. | |
| 5 | Short Term | Build Inclusive learning spaces | Complete accessible STEAM building with lift/toilets | Director of Operations | Ongoing | Improved facilities | |
| 6 | Short/Medium Term | Improve signage for visually impaired users | Review and improve wayfinding signage across campus | Director of Operations | Ongoing | Improved access around site. | |

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 | Short/Medium term | Encourage greater confidence & expertise amongst staff when working with SEN pupils | Through regular inset delivered by SENCO and with specific pupil strategies highlighted. | 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 | |
| 8 | Short/Medium term | Maintain disabled parking spaces available for access to buildings & outside areas | Assess needs of new pupils & parents & identify specific areas | SLT | Ongoing | Appropriate facilities currently in place | |
| 9 | 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. | |
| 10 | Medium term | Update & evaluate DAP yearly | Conduct DAP annual audit to ensure current pupils needs being met | Head & LC | Annual (Sept) | Report to directors that all needs being addressed | |
| 11 | 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. | |
| 12 | 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 | |
| 13 | 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 & Director of Operations | As required | H&S to be monitored constantly with appropriate risk assessments in place | |
| 14 | 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 | Ongoing | Pupils to develop a confident attitude regardless of difficulties | |

| | | | | | | | |
|----|-----------|---|--|--|---------|---|--|
| | | | | progressing & achieving | | | |
| 15 | 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. | |