

FREDERICK BREMER SCHOOL

ACCESSIBILITY PLAN



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| Person responsible | Jenny Smith |
| Review Frequency | Every 3 years |
| Policy First Issued | 2015 |
| Last Reviewed | April 2022 |
| Agreed by LT on | |
| Does this policy need to be ratified by Governors? | Yes |
| If yes, which committee | Finance |
| Ratified by Governors on | 10 th May 2022 (previous ratified on 14 th March 2018) |
| This policy is communicated by the following means | Shared folder School website |

1. Context

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Academies and Local Authorities have to carry out accessibility planning for disabled students. The purpose of this document is to meet the duty to promote equality of opportunity for disabled students, staff, parents and other users of Frederick Bremer School.

Our aim is:

- not to treat disabled students less favourably, for a reason related to their disability;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students
- and to ensure that every people is enabled 'to be the very best they can be' at Frederick Bremer School

Six elements of the duty are:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive attitudes
- Encouraging participation
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Our accessibility plan is aimed at:

- Increasing the extent to which students with a disability can participate in the curriculum and staff can access the building
- Developing the physical environment of the school to enable students with a disability to take better advantage of education, benefits, facilities and services provided

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments

such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

3. Vision and values

Frederick Bremer School fully supports the vision that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future. This is encapsulated into our school vision and improvement plan.

Frederick Bremer School endorses the Inclusion definition that recognises that:

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Frederick Bremer School is committed to offering a high-quality education to all children in the community in line with the requirements of the needs of those with SEN and Disability. The School actively promotes inclusion and will take all reasonable steps to ensure that students with a disability or SEN are not discriminated against or treated less favourably than other students. The school will work in partnership with the family and other agencies in the best interest of the student to maximise educational opportunity. We are committed to continuing staff training to enable staff to be effective in the education of young people with Special Educational Needs and Disabilities. We are committed to prioritising sufficient resources to support the actions identified in our accessibility policy and plan.

4. Information gathering

We arrived at actions in the plan by taking into consideration a range of things (some are listed below)

- The nature of our schools population for whom we plan
- A consideration of the impact of the schools existing plans and priorities

Student information includes a range of data:

- Students already in the School and moving through it
- The nature of the future intake (advance information from feeder schools)

We regularly audit our strengths and weaknesses in working with students with a disability and students who come under the new codes for SEND. This might include:

- The level of staff awareness of Equalities legislation and the new codes for SEND
- The presence of students with a disability and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which students with a disability have limited or no access, the participation of students with a disability in after school clubs and school visits, parts of the school to which students with a

disability have no or limited access.

- The impact on students with a disability, of the way the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, Anti Bullying policy, trips and teaching and learning.
- The physical environment of the building
- The curriculum
- The ways in which information is currently provided for students and parents with a disability
- Outcomes for students with a disability including exams and end of key stage results and achievements in extracurricular activities

5. Involving people with a disability

The plan was first drawn up under the Disability Equality Scheme (2006), and reviewed in line with the SEND Code of Practice. It was informed by:

- The views and aspirations of students with a disability themselves
- The views and aspirations of the families of students with a disability
- The views and aspirations of other people with disabilities or voluntary organisations
- The priorities of the local authority

6. Accessibility Plan

The plan addresses the three areas of improving access to:

- The physical environment
- Access to education, benefits, facilities and services
- Access to information usually provided in written form

Linked Policies

- Learning & Teaching
- Safeguarding policy
- Behaviour for Learning
- Exclusions
- SEND
- Careers
- Curriculum
- Vision statement
- Equality information and objectives (contained with SIP action plan)
- Attendance

Appendix 1 - Accessibility Plan Priorities 2022-2025

Please see School SIP and SEN action plan for more detail

Area To Be Addressed: Access to the Curriculum

Goals & Targets:

1. Continue to develop and enhance knowledge of responsibilities under the Equality Duty and the SEND Code of Practice
2. Continue to develop confidence and knowledge of staff in delivering the curriculum to students with a disability.
3. Enhance access to and participation in the curriculum and wider curriculum for students with a disability and those with Special Educational Needs through effective provision management
4. Ensure that the curriculum is representative of all pupils, including those with SEND

Person responsible: Ria Mills (Senco) Claire Binns (AHT Inclusion)

Review date: Every February (as part of annual curriculum review)

Area To Be Addressed: Accessibility of Information

Goals & Targets:

1. Develop more accessible teaching resources for students with SEN and disabilities, including more laptops, I Pads, dyslexic electronic dictionaries etc.
2. Increase the availability of written information in other formats where required
3. To continue to identify and implement best practice on delivery of information to students with a disability, including our local partners and the National Autistic Society
4. To continue to develop effective guidance on P16 pathways for students with SEN and disabilities

Person responsible: Ria Mills (Senco)

Review date: Every September (as part of annual review)

Area To Be Addressed: Physical Accessibility

Goals & Targets:

1. To continue to ensure that there are no physical barriers to inclusion
2. To work effectively with Bouygues on ensuring the building remains fully accessible to all at all times
3. To ensure that the independent Health and Safety Audit continues to assess issues affecting SEND students, and recommendations are incorporated into the Health and Safety Plan
4. To ensure all staff are familiar with the SEND needs of pupils, and that all appropriate staff are trained in best practice

Person Responsible: Ria Mills (Senco), Jenny Smith (Headteacher)

Review date: Every September (as part of annual review)

Appendix 2 – Access Audit 2022-25

Frederick Bremer School is a fully accessible school under DDA legislation. We are a PFI school, and responsibility for the maintenance and accessibility to the building is with Bouygues and with Waltham Forest LA (who manage the contract).

| <u>Feature</u> | <u>Description</u> | <u>Actions to be taken</u> | <u>Person responsible</u> | <u>Date to complete actions by</u> |
|---|---|---|---------------------------|------------------------------------|
| Number of floors | We are a 3 floor single building. All stairs are kept clean tidy and free from obstruction. | Maintain and ensure access | Bouygues | On going |
| Corridor access | Corridors are wide and accessible to wheelchairs and frames. Pupils with visual disabilities have standard tactile doors across the school. | Ensure corridors are clear and doors all have same fittings/openings. | Bouygues | On going |
| Lifts | Controlled access to all pupils/staff with SEND | Review annually | Bouygues | On going |
| Parking | Disabled Bays accessible and clearly marked | None | Bouygues | On going |
| Entrance doors to school and playground | Automatic doors | None | Bouygues | On going |
| Toilets | Disabled toilets are available in every wing of the school. All are accessible and with alarms. | Check weekly | Bouygues | On going |
| Emergency escape routes | Fire evacuation plan in place, and bespoke plans for individuals with specific needs. Evac chairs are on every stair way, and Bouygues staff are trained in evacuation methods. | Review half termly, and termly evacuation checks | Bouygues | On going |

Appendix 3 – Frederick Bremer School Promoting Equality Statement

Frederick Bremer School is a strong community school where every child and colleague is known, grown and nurtured to be ‘the very best they can be’. Our values and ethos are explicit and tangible from the moment you enter the school, and all members of the school community share our values of ‘Respect, Responsibility and Integrity’.

Being part of the Frederick Bremer family is based on a shared understanding of equality, diversity and inclusion. We are a very diverse community and our diversity is our strength. Every member of our community is included, heard and valued.

Community education is very important to us. We believe that our school is here to serve and support the local community, and that the children of our community deserve the very best. We are committed to being a forward thinking employer with established best practice in ethical recruitment, flexible working and gender equality. Our 21st Century curriculum celebrates religious and cultural diversity and embodies British Values. We are a reflective organisation and we are always reviewing our policies and process to ensure they reflect our school ethos and strong equalities focus.



Ofsted (2019) stated:

- Since the previous inspection, you and your team have focused consistently on improving the opportunities provided for pupils and raising their achievement. There is a strong inclusion ethos, which accompanies the school's robust moral purpose.
- You, your leaders and governors are rightly very proud of your inclusive ethos and the work that goes into supporting every pupil as and when they need it.
- Leaders have established a positive environment for learning, with strategies to increase staff awareness of the needs of pupils with SEND and raise their expectations. You have focused on improving the quality of teaching, learning and assessments so that pupils with SEND receive the right balance of challenge and support.

Ofsted (2015) stated:

- Pupils' personal development, behaviour and welfare are good. They enjoy being a part of the strong inclusive school community and have confidence in each other.
- Effective provision is in place for pupils with a statement of special educational needs and for those with an education, health and care plan. Alternative provision is also well planned.
- The teaching of pupils with special educational needs, including those with a statement of education or an education, health and care plan, is generally good. Teachers know the needs of each pupil well and because they are supported they keep up with their peers.

Ofsted (2013) stated:

- Disabled students and those with special educational needs make good progress because of very good support and care.
- The school is a harmonious community. Students show respect for each other and for their teachers and they work and play happily together. Students and teachers are proud of their school.
- The school promotes equal opportunities for all students by analysing the progress of different groups of students and providing additional support for those who need it. Students are very clear that they are all treated equally.

We believe that the **Public Sector Equality Duty** (PSED) provides a framework to support our commitment to valuing diversity as well as addressing the statutory areas of:

- A. **Eliminating unlawful discrimination, harassment and victimisation.**
- B. **Advancing equality of opportunity between different groups.**
- C. **Fostering good relations between different groups.**

The Public Sector Equality Duty also ensures that we continue to tackle issues of disadvantage and underachievement of different groups, since breaking down barriers to learning, and increasing life choices for all students, is a key part of our vis

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