

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- To evaluate and report to parents on the success of the action plan in meetings its targets.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At FreshSteps we are committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of pupils and students with a disability will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At FreshSteps, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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

We will include a range of stakeholders in the development of this accessibility plan, including [include as appropriate: pupils, parents, staff and board members of the school].

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

### Vision and values

At FreshSteps we are committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of pupils and students with a disability will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At FreshSteps, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

### Definition of Disability

---

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, an impairment is to be treated as affecting the person's ability to carry out normal day-to-day activities, only if it affects one or more of the following:

Mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

## Gathering and using information

---

FreshSteps will gather information on disability equality as part of our collection of evidence for the School Development Plan and during the self -evaluation process. This information will be used to set and review our disability equality objectives.

## Involvement and consultation

---

It is a requirement that disabled pupils, staff and those using FreshSteps services should be involved in the production of the Disability Equality Scheme. FreshSteps will consult with disabled pupils, staff and service users in the development of our Accessibility Scheme by:

### Examples of involvement

Consultation with disabled pupils / staff / parents to determine their priorities for the school with regards to disability equality over the next three years via:

- Focus groups
- Questionnaires
- Feedback slips
- Drop-in sessions

## Employment

---

As an employer FreshSteps will ensure that we eliminate discrimination and harassment in our employment practice and actively promote disability equality within our workforce. We will ensure equality of opportunity throughout all our employment practices, including, recruitment, retention and training.

Bullying and harassment of staff will be monitored, and appropriate action taken to address and eliminate it.

NOTE: The Disability Rights Commission Code of Practice lists key employment issues that are usually the most common ones to be considered, FreshSteps will consider the following:

- Flexible working arrangements
- Sickness absence
- Redundancy selection criteria
- Emergency evacuation procedures
- Procurement of equipment, IT systems, software and websites  
Information provision
- Employee training and development
- Employee assistance schemes offering financial or emotional support.

**The Local Authority is a Disability Symbol user, which means we have made five commitments as an employer:**

- 1 a guaranteed job interview for those who meet the essential requirements for a job
- 2 to consult disabled employees regularly
- 3 to keep employees if they become disabled
- 4 to improve the knowledge of employees about disability and to check progress each year, plan ahead and let employees know about progress and future plans

**The school will take medical or specialist advice where appropriate; ensure that all reasonable adjustments are made to allow new and existing staff with disabilities to work effectively within the school.**

## **Making things happen**

---

### **Disability Equality Action Plan**

**In order to ensure that action is taken to meet the Disability Equality Duty, FreshSteps has drawn up an action plan to make things happen. This action plan will be re-shaped in consultation with disabled people as outlined in the previous section.**

**This may include some of the good practice examples below:**

- Promoting equality of opportunity between disabled people and other people.

- ❖ Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
  - ❖ Ensuring that the talents of disabled pupils are represented accordingly through promotion of participation/ Paralympics values DETERMINATION EQUALITY.
- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
    - ❖ Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report. Take action against offenders.
    - ❖ If a number of incidents have been prevalent within a particular year group, use tutor time, mentoring sessions or assemblies to investigate and address the issue with all pupils.
  - Promoting positive attitudes towards disabled people.

Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

### Accessibility Action Plan

Also our accessibility plan outlines the steps we are taking to improve:

- curriculum access
- provision of information to disabled pupils
- physical access

### Assessing the Impact of our policies

We recognise that all our school's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. We will review existing and proposed policies. The programme to review the impact of policies is contained in our action plan.

Function <u>Year One</u>	Action	Outcome	Monitoring	Lead Person
<b>Encourage participation Pupil Voice and Participation</b>	Establish Student leader group Prefect and Anti bullying ambassador	A representative group of disabled pupils and adults will be put in place to lead and review DES		Student leader
Promote equality of opportunity between disabled people and other people  <b>Staffing- safer-recruitment and professional development</b>	Establish disability population of school staff.  Ensure that recruitment advertisements and practices do not discriminate against those with disability, and indicate a willingness to employ and retain	Establish diversity of workforce: analyse & identify areas for improvement.  Safer-recruitment training for lead person	Monitoring to take place after each meeting.  Analysis report to be produced two weeks after all satisfaction surveys received.	DA
Promote equality of opportunity between disabled Pupils and other Pupils  <b>Pupils-Personal Development, Attainment/achievements and Progress</b>	Review data in school on disability of children.  Recruit SEN staff attend specialist SEN course Ensure pupils achievements are celebrated widely alongside their peers without disabilities. Ensure all teaching rooms have access to IT and interactive teaching WB Use of ICT programmes READING EGGS	Establish data profile and identify gaps. Plan additional data gathering measures to inform achievement monitoring.  Achievement day celebrations, display of work etc. In Place Improve IT accessibility for maths and science, DT and English rooms	Monitoring through book scrutinise to ensure achievement is being promoted.	DA/WO/DP
Increasing the extent to which disabled pupils can participate  <b>Accessibility participation Audit Appendix 1</b>	<b>Monitor procedures for marketing &amp; admitting students relating to accessibility.</b>  <b>Increase access to the Curriculum Train staff in Dyslexia</b>  Complete termly	Review advertisements. Deployment of adult and peer support. Buying of adjustable workbenches, chairs and laptops for SEN students. Effective access to specialist advice and support. Review how the Curriculum supports awareness of positive attitudes, towards, disability.	Ensure equipment and other resources are available to ensure accessibility      Walks through	DA/WO/DP
<b>A designated experienced SENCO</b>	<b>Advertise for new SENCO as the school has grown a dedicated senco needed</b>	SENCO to review EHCP's Review how school supports SEN into the curriculum	Intervention outcomes, improved access for SEN pupils	DP/WO

<b>Increasing the extent to which disabled pupils can participate</b>	<b>Increase access to the Curriculum</b>			
Improving the physical environment of school <b>Access ramps to be fitted where needed</b>	Signage, colour contrast. Wide doors for wheelchairs lift to 1st floor, disabled toilets, washing and changing facilities. Ramps and lift to access first floor Non slippage floor coverings	Provision s already in place	Ensure environment provides health & safety for all	DA/Innova house properties
Increase access to written materials	Improving delivery by handouts, timetables worksheets, school websites, letter, information about school events through the use of Braille, large print, in simplifies language, audio tape, video tape, sign language, symbol system when ask to do so	Ensure that increasing access to information maybe improved for particular groups of pupils by particular approaches.  Ensure preferences by pupils or their parent/Carers are taken into account.	Introduce teacher2 parent texting and email service to parent to keep them informed with school life.	Admin/TA
<b>FUNCTION YEAR TWO</b>	<b>Action</b>	<b>Outcome</b>	<b>Monitoring</b>	<b>Lead Person</b>
Analyse FreshSteps staff data and identify any action to be taken where unjustifiable patterns are revealed.	Promote equality in Disability for both Staff and Students, by raising awareness via meetings with Head of School/senior management.	Support and awareness for all to provide a conducive happy teaching and learning environment.	Monthly meetings with staff	DA
Monitor procedures for marketing & admitting students relating to accessibility, assistance and support	Ensure the up keep of toilets and doorways.	Staff and students can move freely through the rooms with easy access	Monthly tenant meetings Landlord	DA
Equality through employment	Check job advertisements/job descriptions not unfairly discriminatory and ensure that application forms are easy to use if a person with a disability has a particular need.	Ensure access to computer and e-mailing system and application forms are differentiated as and when needed.	Admin/WO	DA
Identify students willing to actively participate in formulating details of Disability Discrimination Scheme	Actively encourage participation	Through PSE Lesson and Enrichment days.	Curriculum calendar	DA
Promote positive attitudes towards disability by encouraging support of events run by disabled students.	Research and advertise events with the community	Continue to promote Olympics 2012/GET SET network and Paralympic values.	Staff	DA
Involve those with disabilities in the decisions affecting strategy, location, design and maintenance of the environment and the services and	Establish a working party to develop involvement of those with disabilities within the school.	Staff/ students to attend meetings with HT with regards to changes to environment at Innova House	Ensure that Disability guideline are followed and at the forefront of any	DA

products offered within it by involving them in review of plans prior to issue.	Fundraising events		changes	
<b>FUNCTION YEAR THREE</b>	<b>Action</b>	<b>Outcome</b>	<b>Monitoring</b>	<b>Lead Person</b>
<b>Evaluate the working environment, and ensure that disabled staff, students and visitors are not prevented from access to working and recreational areas</b>	Establish any areas which are not accessible to disabled staff and students	Ensure lifts and ramps and free from obstruction daily. Ensure all recreational areas are accessible to all	Innova House manager	DA
Identify staff training and development courses which may be of interest to teaching and admin staff in their day to day contact with those needing additional support – e.g. IT,	Training days, staff sent on appropriate courses (inset) Through train to gain. AQA CPD	All staff to have ICT training to level 2 certification	ICT teacher to run weekly sessions	MD
<b>Promote positive attitudes towards disability by encouraging support of events run by disabled members of FreshSteps</b>	To encourage participation focus on 2020 Paralympian's at the Olympics in Tokyo	Attend events. Projects within SMSC		SLT
Evaluate the working environment, and ensure that disabled staff, students and visitors are not prevented from access to working and recreational areas	Ensure all ramps and doorways give easy access to wheelchair users or users of other disabilities. Disabled parking bay	Lifts ramps and doors free from hazards objects. The working environment is laid out to ensure easy access for all.		SLT



### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability by SENCO</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>To plan a curriculum that meets the needs of All pupils</p> <p>Differentiated equipment</p> <p>Ensure school environment reflects equality</p> <p>Termly reviews</p> <p>Curriculum review for July 2019 to be embedded September 2019</p>	<p>Revise Curriculum and curriculum map</p> <p>Audit resources</p> <p>Audit</p> <p>Senco Learning walks</p> <p>Termly</p> <p>Meet with Curriculum leads</p>	<p>DA/WO</p> <p>TA/Pupil</p> <p>DA/WO</p> <p>Senco/Teacher</p> <p>DA/WO</p>	<p>July 2019</p> <p>On going</p> <p>Termly</p> <p>Ongoing</p> <p>Sept /19 3 times a year</p> <p>Sept 2019</p>	<p>Curriculum map to meet the pupils learning and ability needs.</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Elevators</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>	<p>Securely fitted</p> <p>To fit all types of wheelchairs or disabled buggies</p> <p>At front and near building</p> <p>Clean and accessible</p> <p>Book shelves of different heights</p>	<p>Daily checks</p> <p>Free and signposted</p> <p>Daily checks for hazards</p> <p>Shelves screwed to walls for safety</p>	<p>Caretaker/building maintenance</p> <p>Building manager for Innova house</p> <p>Caretaker/building maintenance</p>	<p>On going</p> <p>On going</p> <p>On going</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>Ensure clear, large and easy to understand.</p> <p>Information in different languages at request of users/parents</p> <p>For parents</p> <p>Clear colorful lighted up where necessary</p>	<p>Audit who are service users are what languages are spoken</p> <p>Questionnaire on disabilities in families</p>	<p>Admin</p> <p>Admin</p>	<p>On going</p> <p>On going</p>	

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	to complete actions by
Number of storeys	Ground floor	N/A	DK	To check daily
Corridor access	Easy access for all -ensure no spillages on ground	Daily checks by caretaker	DK	To check daily
Lifts	Lifts in building but school will not need access them	N/A	N/A	
Parking bays	Disabled parking bays with Freshsteps signage only	Get signages made	DA	October 2019
Entrances	All entrance has wheel chair access	Ensure no obstructions to doorways put signage up	DK	To check daily
Ramps	Ramps may be needed from time to time to create a smoother access into the building	Ensure ramps are sturdy and wide fitting for all wheelchair users Free from spillages and non-slip for disabled walkers with sticks		To check daily
Toilets	Disabled toilet	Ensure cleaned left with no obstruction	IA	To check daily
Reception area	Ground floor	Free from obstruction at all times	IA	To check daily
Internal signage	Images depicting where toilets are and other rooms	Ensure signs are easy to understand, some at eye level	DP	To check daily
Emergency escape routes Date: September 2019	Clearly signposted, easy access	Ensure exit buttons are eye level, exits are free from blockages	IA/DK	To check daily

## Check list for FreshSteps staff

---

- ❑ Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- ❑ Is pupil achievement monitored by disability? Are there trends or patterns in the data that may require additional action?
- ❑ Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- ❑ Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- ❑ Is disability portrayed positively in school books, displays and discussions such as Tutor time?
- ❑ Does the school take part in annual events such as Bullying awareness week to raise awareness?
- ❑ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events, which parents or carers attend, held in an accessible part of the school?
- ❑ Is information available to parents, visitors, pupils and staff in formats, which are accessible if required? Is everyone aware of this?

Some things in this action plan are still being up-dated although priority attention has been put in place for access (building and the environment) the curriculum health and safety and safeguarding Please refer to disability plan.

## **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
  - Health and safety policy
  - Equality information and objectives (public sector equality duty) statement for publication
  - Special educational needs (SEN) information report
  - Supporting pupils with medical conditions policy
  - behaviour
-