

Accessibility Plan 2024 to 2027

I. 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.

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.

As an independent special school for pupils with specific learning differences, all our pupils have SEN and/or a disability. Everything that we do is oriented towards making life better for our pupils, by helping them to overcome barriers to learning, to develop skills and strategies that will help them to cope well with adult life and to engender the confidence and self-esteem to tackle challenges and to lead productive and fulfilling lives.

Fairley House School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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 have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors 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 nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Teaching and Learning: how do we maintain excellence and improve further?

Aims of the plan:

- To increase the extent to which pupils with SEN and disabilities can participate in the school's curriculum
- Improve access to curriculum information for disabled pupils
- Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services used by the school and to improve access for disabled parents, staff and visitors

| AIM | PERSON/PERSONS RESPONSIBLE | ACTIONS TO BE TAKEN | INTENDED OUTCOME | TIMESCALE |
|--|---|---|---|-----------------------|
| <p>Consider accessibility for those with mobility problems in the new building at 218 Lambeth Road</p> <p>Achieved</p> | <p>Governors, Headmaster, Occupational Therapists (OTs)</p> | <p>Look to open the front doors the other way allowing easier access.</p> | <p>Increased accessibility to a school hall for anyone with mobility problems. Free and easy access to all school functions</p> | <p>From Sept 2019</p> |
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
| <p>Ensure that toilets on the ground floor of 218 Lambeth Road are wheel chair accessible and contain facilities for wheel chair users</p> <p>Achieved</p> | <p>OTs, Premises manager</p> | <p>Keeping these toilets updated and clear of obstructions</p> | <p>Feasibility of offering easier access to school functions as disabled toilet is available nearby</p> | <p>From Sept 2019</p> |

| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
|--|-------------------------|----------------------------|--|--------------|
| Consider whether games sessions suit the needs of children with DCD or other motor difficulties, who may find | Headmaster, Games staff | Games sessions, OT support | Group children by interest and ability leading to a better experience and increased motivation for | 2019 to 2022 |

| | | | | |
|--|--|--|--|--|
| competitive sport unrewarding Achieved | | | pupils with DCD Offer shorter sessions for children who really struggle and tire easily | |
|--|--|--|--|--|

| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
|--|--------------------|--|--|---------------------|
| Use technology for children who really struggle with handwriting and/or spelling and/or reading and/or expressing thoughts on paper Appropriate access arrangements in place for exams Achieved | All staff | iPads* Voice to Text Software* Read, Write, Gold TTRS Laptops* Surfaces* Clicker 6 External Trainer (Apple distinguished educator) Auxiliary aids such as these* are provided for pupils at no additional | Burden of 'secretarial skills' reduced for children and young people with Specific Learning Difficulties and future life skills for accessing literacy developed | From September 2019 |

| | | | | |
|--|---------------------------|---|---|--|
| | | charge in accordance with the 2010 Equality Act | | |
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
| <p>Seek a building which will meet the physical and learning needs of FHS pupils more readily than the current buildings</p> <p>Ongoing</p> | Board of Governors | Local estate agency firms | School on one site so that staff, pupils and parents need not travel between buildings (tiring for anyone with mobility problems) and with improved disabled access such as a lift. | Ongoing 2019 2022 |
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
| <p>Development Plans for the existing site.</p> | Board of Governors | Architects, Board of Governors, | Plans have been made, planning permission for | Depends on outcome of planning and decision on |

| | | | | |
|------------------------------|--|--|--|--|
| Achieved (extension into 36) | | | | |
|------------------------------|--|--|--|--|

| | | Headmaster and Bursar | debate with Board and Local Authority | one site possibilities. 2019-2022 |
|--|---|--|--|--|
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
| <p>Development</p> <p>Plans for 36 Causton Street building. Add additional teaching space to Senior School site and accommodate office staff</p> <p>Achieved (extension into 36)</p> | <p>Headmaster to raise need for increased teaching space to BoGs</p> <p>Bursar to review costs and to seek contractors</p> <p>SMT to gather views of staff and pupils re: requirements</p> <p>Management of Diocese</p> | <p>Architects, Board of Governors, Headmaster and Bursar</p> | <p>Plans have been made, planning permission granted. Contract due to start Easter 2020. To increase teaching space at CS.</p> | <p>Work to start Summer 2020 and teaching spaces be available at the start of the Autumn Term 2020</p> |
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |

| <p>Disabled pupils participate in extra-curricular activities e.g. afterschool clubs for pupils with physical impairments, school trips for pupils with medical needs. There are not any parts of the school to which disabled pupils have limited or no access at the moment.</p> <p>Achieved</p> | <p>Headmaster, Clubs staff</p> | <p>Local services used for clubs and trips e.g. Vauxhall</p> <p>Climbing Wall, Pizza Express, Go-Karting</p> | <p>That pupils with disabilities will not be excluded from any extracurricular activities that is offered by school</p> | <p>Ongoing to be reviewed termly by staff offering activities and annually by SMT.</p> |
|---|---|--|---|--|
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
| <p>Ensure that Junior and Senior sites are accessible to a staff member with a disability and that reasonable adjustments are made in relation</p> | <p>Headmaster, Human Resources Manager, OTs</p> | <p>Support to access school environment and job requirements e.g. standing desk, an office space available</p> | <p>That staff members are able to continue to provide a valuable contribution to FHS</p> | <p>Ongoing to be reviewed halfyearly by Human Resource Manager and Headmaster or</p> |
| <p>to work expectations</p> <p>Ongoing</p> | | <p>on the ground floor to limit stair climbing.</p> | | <p>sooner if required.</p> |
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |

| <p>Open 218 Hall to community groups outside of FHS to provide local service e.g. Dyspraxic Me</p> <p>Ongoing</p> | <p>Headmaster, Premises manager, Bursar, Board of Governors</p> | <p>218 Hall</p> | <p>That community groups are able to use the 218 Hall as a community service and that it is accessible for visitors with disabilities.</p> | <p>Ongoing to be reviewed termly by staff by Headmaster and Bursar.</p> |
|--|--|--|--|---|
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
| <p>Improving accessibility for a pupil with an identified visual impairment ensuring that reasonable adjustments are made to the physical environment and work expectations.</p> <p>Ongoing</p> | <p>Headmaster, Premises manager, Bursar, Board of Governors, External vision specialists for advice, OT team.</p> | <p>Alteration of accessibility areas and daily routines e.g. using stairwell when there are less pupils using it; having a 'buddy' to support access, differentiating worksheets and books to support best vision; IT supports in place where required (voice enabled software; accessibility features on)</p> | <p>That pupils are afforded full access to the curriculum and activities that are offered by the school in regard to the Equality Act 2010</p> | <p>Ongoing to be reviewed termly by staff by Headmaster and Bursar.</p> |
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
| <p>Seek a building which will meet the physical and learning needs of FHS pupils more readily than the current buildings.</p> | <p>Board of Governors Headmaster Bursar</p> | <p>Local estate agency firms Architects</p> | <p>School on one site so that staff, pupils and parents need not travel between buildings (tiring for anyone with mobility problems) and with improved</p> | <p>Ongoing 2024-2027</p> |

| | | | | |
|--|--|--|---|---|
| | | | disabled access such as a lift. | |
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
| Ensure that Junior and Senior sites are accessible to a staff member with a disability and that reasonable adjustments are made in relation to work expectations. | Headmaster, Human Resources Manager, OTs | Support to access school environment and job requirements e.g. standing desk, an office space available on the ground floor to limit stair climbing. | That staff members are able to continue to provide a valuable contribution to FHS | Ongoing to be reviewed when a new staff member is appointed or sooner if required by Human Resource Manager and Headmaster |
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
| Open 218 Hall to community groups outside of FHS to provide local service e.g. Dyspraxic Me | Headmaster, Premises manager, Bursar, Board of Governors, Marketing, Outreach Co-ordinator | 218 Hall, Advertising banner for outside the school, Information to be place on school website | That community groups are able to use the 218 Hall as a community service and that it is accessible for visitors with disabilities. | Ongoing to be reviewed termly by Headmaster, Marketing and Bursar. |
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
| Improving accessibility for a pupil with an identified sensory impairments ensuring that reasonable adjustments are made to the physical environment and work expectations. | Headmaster, Premises manager, Bursar, Board of Governors, External sensory specialists for advice, OT team. | Alteration of accessibility areas and daily routines e.g. using stairwell when there are less pupils using it; having a 'buddy' to support access, differentiating worksheets and books to support best vision; IT | That pupils are afforded full access to the curriculum and activities that are offered by the school in regard to the Equality Act 2010 | Ongoing to be reviewed termly SENCOs, OT Team, Headmaster |

| | | | | |
|---|---|--|---|---|
| | | supports in place where required (voice enabled software; accessibility features on) | | |
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
| All school staff and Governors are to complete inclusion training | All School Staff Governors | Internal SEND CPD Unconscious Bias Educare training platform | All staff are confident about meeting the needs of all pupils | To be reviewed annually in line with CPD updates/requirements |
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
| All school staff to complete First Aid Training in line with the school medical policy – i.e. use of Epipens | All School Staff | External Trainers Educare Training Platform | All staff are able to meet the needs of pupils with specific medical needs | To be reviewed annually or on the admission of a new pupil with medical needs |
| ACTION | PERSONNEL INVOLVED | RESOURCES | INTENDED OUTCOME | TIMESCALE |
| Develop the use of Assistive Technology across the curriculum to reduce barriers to learning and to promote pupil independence | IT Manager, Bursar, Head of Computing, Subject Leads, OTs, SLTs, SENCOs, All teaching staff | Designated budget for staff training Microsoft Suite Read Write Gold Clicker 8 Reading Pens iPads Laptops Interactive Whiteboards | For pupils to access the curriculum fully For pupils to develop transferable skills and independence in preparation for adult life | To be review annually by SENCOs |

4. Monitoring arrangements This document will be reviewed every **3** years by the SENCOs but may be reviewed and updated more frequently if necessary.

It will be ratified by the Board of Governors.

5. Links with other policies This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) Policy
- Medicines in Schools Policy
- Curriculum Policy
- Behaviour Management Policy
- Equal Opportunity Policy
- School Development Plan
- Staff Development Policy
- Dignity at Work Policy