



Accessibility Action Plan

‘Building for Successful Futures’

Formally adopted by the Governing Board of	Fred Nicholson School
Chair of Governors	Hilary Bradshaw
Policy Holder	Headteacher
Policy Contributor	Heads/Leads of Areas
Last updated	Autumn 2021
To be Reviewed	Autumn 2024





Accessibility Action Plan

‘Building for Successful Futures’

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.

- We strive to make the best possible provision for all pupils/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We aim to develop a culture of inclusion and diversity in which people feel free to participate fully in school life.
- We respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We adopt the Norfolk Inclusion Statement's view that inclusion is: **“The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.”** This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- We know that equality is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff as role models and for their ability and potential to help us make the best possible provision for all pupils in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation. We will attempt to identify and acknowledge their individual strengths and provide opportunities for them to maximise their potential.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities. As a complex needs school we will make every effort to ensure that all pupils have equal access to opportunities for learning, both through the formal and informal curriculum.



- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.
- We provide outreach to mainstream schools and promote inclusive values.

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.

Fred Nicholson School works within Norfolk County Council's policies and guidelines including reference to the equal opportunities for all stakeholders in the school's community.

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: pupils, parents, staff and governors of the school, visitors including other parents, professionals, and candidates for interview.

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.

This policy complies with our funding agreement and articles of association.



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
Maximise access to the curriculum for all our pupils needs	<i>Our school offers a differentiated curriculum for all pupils.</i> <i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i> <i>The curriculum is reviewed to ensure it meets the needs of all pupils as the cohort evolves over time.</i>	To monitor the curriculum and ensure it meets needs of pupils To ensure outcomes are reflected fairly and accurately in KS4	Regular meetings curriculum and access to learning sessions as well as CPD with Teachers, Instructors and HLTAs to discuss curriculum development and analyse data	HT, DHT, Orchard Manager	On going Monitored through 2021/22	Pupils will access their learning and achieve expected and higher than expected in all Key stages through school in 90% of cases. True progress will be gathered for



	<i>Assessment in KS4 is being tracked to evidence true progress in their accreditation to ensure outcomes are reflected accurately</i>		HT & DHT create tracking system, share and inform Teachers and leads how to implement this		Ongoing	KS4 pupils and predictions and outcomes will be more accurately gathered and monitored.
	<i>School have achieved the NAS accreditation in Orchard House and begun the process for main school for excellence in supporting peoples with Autism</i>	To achieve reaccréditation -recognising excellence in practice in supporting learners with ASC in order to make the environment as inclusive as possible and make and ASC/attachment accessible environment – to maintain high	Orchard Manager to work with relevant members of the team to collect evidence – also spending time on training, CPD and ensuring consistency of practice and understanding , particularly in new team members Main site working party to meet	Orchard Manager, Orchard Team, Residential Manager SMT		Reaccréditation will be awarded – Pupils will be accessing a quality learning environment recognizing their needs in Orchard and evolving through main site also



	<i>Pupils having sensory needs met through OT advice in order to develop and regulate readiness to learn. Currently developing the Sensory Integration suite to accommodate sensory sessions</i>	standards and aspirations Track impact of OT program – ensure all pupils sensory needs recognised and best practiced established through school. Build Sensory suite to accommodate a work space for SI work to take place.	create and roll out action plan MR and MS to meet with OTs to ensure referrals are equitably received and actioned. Impact tracked by OT team and shared with SMT Quotes approved for SI suite and actioned – training in place for staff to know how to get the best from the suite and implement sensory diets recommended by the OTs team.	DHT, P&S Lead, OT team	Impact shared by March 2019 Suite installed by Dec 2018 Staff trained by Feb half term 2019	Suite installed and accessible. All pupils sensory needs recognised and programs in place. Staff understand how to implement programs
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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • hoist • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Regular accessibility audits run by Sensory school – feedback actioned • Staff receive manual handling training • School is part of MIRS support for	To create wheelchair access to boarding to ensure we are fully inclusive to all pupils Ensure access to SI room is for all	JW to scope out the costings To run a feasibility study on the cost of wheelchair access to boarding to ensure we are fully inclusive to all pupils Plan and cost access to the room including ramp and pathways to the room, wide enough for wheel chairs	Keep under permanent review on the premises action plan HT, SBM, Site Manager Keep under permanent review on the premises action plan HT, SBM, Site Manager	HT, SBM, Site Manager	All visitors to the site can access the site on arrival Boarding is fully inclusive to all pupils SI room accessed by all people
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	musculoskeletal advice • Staff have appropriate physical resourcing e.g. adjustable computer chairs for office work.					
Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> • Internal signage • Large print resources • Social stories and visuals • Induction loops • Pictorial or symbolic representations • Signalong • Coloured acetates	All children can communicate and access their environments making their needs known For children to have increased differentiated access to the questionnaire to ensure capturing	To complete total communication learning walks to ensure access for all Carry out sensory audits annually with the VSS team Ensure pupil questionnaire can be accessed by every pupil Increase from 80% to 100%	HT, P&S Lead HT, P&S Lead	Ongoing through year July 2021	All children can communicate and access their environments making their needs known



	• Support from the Virtual Sensory school – advice on Governing body from sensory governor and regular visits to support pupils and advise HI and VI learners and teachers • Headphones to support auditory sensitive pupils	the strongest/most accurate views. Ensure Red cats in all areas for all HI pupils	Purchase additional Red Cat if required	HT, P&S Lead	July 2021	Every child can say what they think about their school, learning and feeling safe. Meeting room will have New Red Cat system in place – no more swapping it to different locations
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What we have achieved so far

This section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.

- Disability Access Plan in place and regularly reviewed. The impact of the partnership with the Dereham Access group can be seen very clearly around school and the Governors have prioritised funding to support this in the SIDP.
- Access Days – wide range of issues raised and discussed with parents as well as providing a forum for different disability groups to raise awareness of what is available and discuss issues arising;
- Increased community involvement with local library, work experience in local shops, JDT and local businesses. The D of E WRL group regularly help at the food bank in Dereham.
- Year 9 transition opportunities – Discovery Arts award, visits to local colleges and training providers;
- Curriculum – increased opportunities in PE and drama for pupils across the school to represent the school and perform on a wider stage and develop skills and self esteem;
- Programmes such as TITAN, Thrive and 'Protect Me' that give pupils the confidence to be more independent;
- Curriculum constantly kept under review – ensuring that it is relevant and meets the wide range of needs of the pupils. In 13/14 we introduced daily class based maths, independence skills and group phonics/reading sessions. In 14/15 we introduced elements of the EYFS curriculum into KS2;
- From September '15 we have introduced a more static tutor group into KS3 using elements of EYFS and a TEACHH based group into the main school;
- WRL has been reviewed and has been renamed Work and Life skills – rather than pupils choosing a particular element, the focus is more on them accessing the full range of experiences and skills that will support them in successfully moving onto college;
- Improvements to the premises – making them more accessible. We have recently put in a ramp onto the KS2 playground and had a hoist and movable bed installed into the disabled toilet area next to reflection;
- We have improved the access and safety of entering the front of the school with the addition of a waiting room.
- The increase of visuals around school;
- 1 member of staff trained to deliver Signalong training in school and to the local community;
- 2 staff trained to baseline and deliver individual Thrive sessions and to support other staff in providing group support;
- All pupils have PLPs and class teachers have responsibility for reviewing and updating them regularly;
- Bullying data shared on a termly basis with governors;
- Increased outreach support to mainstream schools. JHa has taken over the management of this;
- Introduced a sound system in the majority classrooms and the dining room and gym;



- Working closely with transport to improve systems and to raise expectations;
- Reviewed transition into FNS – put clear plans in place – evaluated with parents/carers and pupils;
- We have done a lot of work on internet safety and the use of social media with both pupils and parents:
- We have made our website more accessible and put more information and links on it;
- We are working pro-actively with Trust SEN Norfolk to provide a range of opportunities for pupils and parents – skiing, prom, Transition conference.
- Reviewed and updated staff induction.
- Summer school was more inclusive and transport was provided from Norwich and Thetford:
- Pupil voice – our School Council is very pro-active and well established and prefect system is very focused on specific tasks.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary through monitoring by the Health and Safety representative from the teaching staff , Resources and Standards Governors and Headteacher.

It will be approved by the governing board, including the Health and Safety governor and Headteacher.

Equality Impact Statement

The Governors have reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with recent legislation. They believe that the policy reflects a positive attitude and approach to all members of the school community.

Policy Approved by:

Chair of Committee

5. Links with other policies

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

- Concerns and Complaints
- Health and Safety
- Medical (including administration of meds)



Please also refer to the SEND Report available in full on the School Website.



Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One floor through main school. Boarding residence is on two storeys Orchard house is on two storeys	Feasibility costing and assessment done to consider lift access to boarding to expand residential opportunities to the less ambulant pupils.	HT/DHT/H&S Gov	Sept 2022
Walk ways round outside of school	Ensure walkways are traversable and clearly highlighted for those with VI difficulties.	With advice from Sensory VI teacher from VSS assess walkways to ensure they are safe underfoot and highlighting is adequate for the VI pupils' safety.	HT/DHT/H&S Gov	Sept 2022
Parking bays	Four bays outside the front of school	Ensure bays are repainted and clearly visible	Site Manager	Sept 2021



Entrances	Front entrance	Feasibility costing and assessment done to consider electric opening for front door to make entrance more accessible to those entering the site.	HT, SBM, Site Manager	Sept 2022
Ramps	Access to the Sensory integration room	Ensure access to the new facility is feasible for those needing wheelchair access or ramp support.	HT, P&S Lead Site Manager	Sept 2021
Work chairs	Ensure staff are working at the correct height in posture supporting chairs	Site walk and assessment of the needs of staff , particularly in Orchard House.	DHT	Sept 2021
Internal signage	Following reorganisation of Orchard house ensure clarity of signage	New signage for Orchard house - seek quotes, source signs and fit in situ	Orchard Manager, SBM, Site Manager	Sept 2021
Emergency escape routes	Door handle heights to be lowered	Use site monitoring feedback to ensure there are exits available to those accessing doors at wheelchair height.	HT/DHT/H&S Gov	Sept 2021