

# The Friary School

## ACCESSIBILITY PLAN 2018-2019

This policy document relates to all of the school's aims and should be viewed alongside the schools SEND Policy.

### Context of the Action Plan

This plan seeks to address the statutory requirements of the Equality Act 2010.

It seeks to increase the extent to which students with disabilities can participate in the curriculum, improve physical environment and improve accessibility of information.

The plan may be amended in the light of changing circumstances and annual reviews.

### Definition (Equality Act 2010)

"A person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities."

The Friary School is a designated "pathway" school and its environmental has been adapted to suit the needs of physically disabled students.

### Key Commitment

The Friary school has five key commitments which underpin our daily practice and inform the direction of annual priorities:

- We will continue to make reasonable adjustments to avoid disabled people being placed at a disadvantage.
- We recognise the need to make changes to our practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what we offer to the same extent as a person without a disability.
- We recognise that taking steps to meet the needs of a disabled person may require them to be treated more favourably in order to ensure that they are able to access what we offer to the same extent as a person without a disability.
- We do not discriminate against a disabled student, with regard to admissions, simply because that student is disabled and this is reflected in our Admissions Policy.
- We will provide auxiliary aids or services for a disabled student, when it is reasonable to do so, to ensure that the student is not at a disadvantage in comparison to a non-disabled student.



**PRIORITY 1****To improve access to the curriculum and provision for all SEND students**

Objective	Action	Success Criteria	Responsibility	Completion Date	Review
To ensure full awareness of and appropriate interventions by every subject teacher for SEND students.	To implement Class Support Plan package	Effective and full provision for all SEND students.  At least good outcomes for a large majority of SEND students	JCN - AHT LMD - SENCO IRE - DHT	July 2019	Nov 2018 Feb 2019 June 2019
To ensure HLAs (Home Learning Assignments) are appropriately differentiated	Check HLAs for legibility and readability.  Check tasks are appropriate and accessible; Eg - manageable chunks, short-term goals  Provision of SEND Homework Club	Positive feedback from parents / students during SEND reviews  High attendance levels  Review of Show My Homework	JCN - AHT LMD - SENCO IRE - DHT	July 2019	Jan 2019 June 2019
To provide suitably modified learning resources are in place	CPD training on differentiation / SEND provision; Eg - coloured paper, literacy scores, writing frames, etc	At least 'good' T&L provision observed via self-evaluation  At least good outcomes for a large majority of SEND students	JCN - AHT LMD - SENCO IRE - DHT	July 2019	Nov 2018 Feb 2019 June 2019
To review the re-design the school curriculum to better meet the needs of students - especially at KS4	To introduce more vocational courses at KS4 & Sixth Form  To extend and school-ify the KS3 skills programme	Implementation of new curriculum	IRE - DHT MAN - HT	July 2020	Dec 2018 Feb 2019 June 2019

**PRIORITY 2****To improve SEND specialist facilities and rooming**

<b>Objective</b>	<b>Action</b>	<b>Success Criteria</b>	<b>Responsibility</b>	<b>Completion Date</b>	<b>Review</b>
To review the impact of the new learning base for SEND students - both on terms of outcomes and well-being.	Creation of Learning Hub Targeted intervention work with appropriate SEND students	At least good outcomes for a large majority of SEND students	IRE - DHT MAN - HT	June 2019	Sept 2018 Jan 2019 April 2019
To improve the ASD lunch / break facilities so that the design better meets the specific needs - see new SEND base		High levels of ASD attendance in facility Reduced unsupervised incidents with ASD students	LMD - SENCO IRE - DHT MAN - HT	July 2019	April 2019
<b>Reviewed By</b>	Policies & Procedures Committee	<b>Implementation Date</b>	Oct 2018	<b>Review Date</b>	Oct 2019