# Falmouth School
## Part of The Roseland Trust

## Accessibility Plan (Statutory)

Approved: Spring 2024

Next Review: Summer 2026

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**Equality Impact Assessment - Policy Review**

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

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**1. Introduction**

a. Disability Discrimination Act 1995 (as amended) - The requirement to plan our support for disabled students originally arose from the planning duties at Sections 28D and 28E, which required schools to draw up accessibility plans to improve access to education over time.

b. Equality Act 2010 - The requirement to plan was replicated in the Equality Act and Falmouth School must:
- improve the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- increase the extent to which disabled students can participate in the curriculum;
- improve the availability of accessible information to students with disabilities.

**2. General**

a. The School's Admissions policy and criteria have been tested against and are compliant with our Public-Sector Equality Duty.
b. The School's Disability and SEN policy has been tested against and is compliant with the Public Sector Equality Duty.

**3. Current state**

a. **Physical environment**
The School has made significant adjustments to achieve the movement around the site by those students and staff with physical impairments and has considered the needs of those requiring hearing and sensory support, including:

- access ramps, a platform lift, two passenger lifts in lieu of steps allow full access to different learning areas;
- further higher visibility marking is installed on stairs and stairwells;
- pavements and paths allow full access to different learning areas;
- uniformed signage throughout the School, high visibility of the signage;
- lighting in all areas to ensure safe movement throughout the site;
- toilet facilities are available in each section of the School;
- desks and chairs in the classroom can be moved to arrange the learning space to access learning fully;
- classrooms and learning spaces have been carpeted to improve acoustics;
- additional seating spaces have been created by the Site Team to provide environmentally friendly, long-lasting and easy to access seats across the school site;
- Create and circulate PEEPs - Personal Educational Evacuation Plans - for young people who may be, however temporarily, in the need of additional assistance or guidance in the case of emergency, such as a fire drill, evacuation;

b. **Participation in the curriculum**
The School works with students, their parents/carers and specialists to provide the appropriate support to our current students, including:

- creating Individual Health Care Plans to personalise the accessibility to the curriculum and learning when supporting students' medical needs
- regular communication with parents about School events, attendance, progress, and welfare

through parents' meetings, email communication, and satchel post facilitated by the pastoral team, Leadership Team, and staff;

- auxiliary aids have been provided, a wheelchair is available as well as laptops
- Family Learning: this initiative engages families in their children's learning and through specific events the School shares all the key information regarding learning, revision, and life skills to promote progress through an active and a highly personalised collaboration
- auxiliary services are provided, including:
- Well-Being staff support well-being and emotional support;
- As an accredited TIS (Trauma Informed School), several specialists provide a one-to-one program to support the emotional well-being of specific students, aiming to reduce the potential barriers in education and to promote progress;
- Dyslexia screening is deployed by the SENDCos to support learning;
- A range of subject-specific interactive digital learning programs facilitate the access to learning on the school site and through remote learning
- All students have a school email account through which they can safely communicate with their peers and staff to access additional support and resources to further their learning;
- A range of ICT facilities to support students' life skills and access learning through a varied diet of activities;
- Accelerated Reader Programme and Reading Plus is accessed by all Key Stage 3 students to promote literacy, comprehension skills, and actively increasing their reading age to access learning successfully long term;
- Educational digital learning programs and Apps are widening the range of learning opportunities for all students through interactive learning in and out of the classroom and making the learning even more personalized.
- All teachers use visualisers to help all students access the learning.
- Continue the Reading Tutor Programme to further increase the access to literacy and love of reading over time

## c. **Making information accessible:**

- Our in-house printing capability can produce large-print versions of learning resources whenever required;
- coloured overlays are used to assist students with reading impairments;
- Dyslexia-friendly classrooms;
- Literacy resources in each classroom to support learning: rulers, highlighters, jotters, overlays;
- Google Classroom supports students to access all the information about a subject, learning and assessments over time;
- Concession testing to maintain equal access arrangements for the examination processes in Year 11 and Year 12/13
- Information on assessment and revision is shared through Family Learning sessions that are supported by the in-house designed information booklets.

## 4. Our plans

## a. Physical environment:

- To maintain all existing access enablers for physically impaired students to a high standard to continue to enable access to all areas of the School;
- To engage in student voice about potential barriers to maintain the accessibility to learning as much as possible.
- Review the safety and accessibility frequently through Learning Walks, supervision, risk assessments reviews – conducted by the Leadership Team, staff, and County health and safety bodies;

- Conduct additional risk assessments for any trips and School events to support young people with any additional requirements;
- Liaise with external partners to review the accessibility to the needs of the new students as appropriate;
- Provide additional training and CPD for staff to maintain the accessibility for all students and those with specific requirements as the needs emerge;

b. **Participation in the curriculum:**

- To continue to work with students, their parents/carers and specialists to provide the appropriate support to meet the evolving needs of current students and the specific needs of new students;
- To explore new ways of working to maintain the accessibility and students' achievement and well-being.
- Students with SEN and their parents/carers are actively involved in their EHCP reviews where their progress across the curriculum is reviewed – SENDCo responsible and pastoral team/tutor/subject teachers to facilitate;
- Students assessed regularly and their new needs emerging identified through a range of systems: reading age tests, end of unit tests, parental discussions, teacher and support staff observations, dyslexia screening, student discussions in learning conversations – all staff responsible per their roles;
- Continue monitoring of students successfully participating in the curriculum: learning walks, student voice, pastoral and curriculum meetings – Raising Standards Team and Leadership Team responsible for monitoring and sharing the information appropriately;
- Further embed a common approach to learning: Learning Language, lesson routines and expectations, marking and feedback policy to maintain an inclusive approach to the curriculum – all teaching staff responsible; monitored through learning walks, professional discussions, student voice, surveys;
- Further develop and share curriculum maps with all the stakeholders to make the learning intent even more accessible and clear;

c. **Making information accessible:**

- To continue to provide an in-house printing service that can quickly produce learning materials in a range of formats to meet the perceived current and future needs, and to outsource to specialist organisations where this is not achievable;
- To maintain the active use of school emails as a mode of communication to support students;
- To develop further the use of Google Classroom to support students, provide curriculum information and to engage parents/guardians/carers about study beyond the classroom;
- To use the school website to share the latest information and signpost the families to the specific aspects;
- To use Schoolcomms [equivalent] for parents' evenings, text messaging facilities about important information, praise and sanctions to keep parents/carers involved fully.
- Strategies:
- SENDCO liaising closely with teaching and support staff, pastoral teams to review the information held and strategies;
- Raising Standards Team, Teaching Team Leaders, Leadership Team and Data Manager to monitor progress on a regular basis with the teaching staff, parents, and carers;
- Collaboration and evaluation of all the teaching and learning developments through the established systems to maintain their effectiveness;
- Through Family Learning and school communication to share developments;
- Deputy Headteacher to share the information on the website, update it appropriately regarding events, curriculum information – to liaise with Leadership Team and staff.