



# Fromefield Manor School



## Accessibility Policy

### June 2024

<b>Local Procedure Title</b>	<b>Accessibility</b>
<b>Site</b>	<b>Fromefield Manor School</b>
<b>Local Procedure date</b>	June 2024
<b>Local Procedure review date</b>	Sept 2025
<b>Local Procedure Author(s)</b>	Head Teacher (Gemma Drury)
<b>Local Procedure Ratification</b>	Checked and Approved by: Regional Director (Nancy O'Regan)

<b>Definition of a disability</b>
A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
<b>Introduction</b>
The accessibility local procedure shows how access to the school is to be improved for young people, staff and visitors with a disability, to ensure that reasonable adjustments are made wherever practicable, in a given timeframe.
<b>Purpose</b>
<p>The purpose of the procedure is to show how our school intends, over time, to increase accessibility to the physical environment, the curriculum and written information, so that all young people with a disability can take full advantage of the education and opportunities that the school provides.</p> <p>The school aims to ensure that young people with a disability have total access to the school environment, curriculum and information, and that they can fully participate in the school community.</p>
<b>Compliance with the Equality Act 2010</b>
<p>Fromefield Manor School attempts to ensure that our equal opportunities policy and SEND provision are compliant with the Equality Act, and that we recognise our duties by complying with the following:</p> <ul style="list-style-type: none"> <li>• Not to discriminate against disabled young people during their admission and provision of education and associated services,</li> <li>• Not to treat young people less favourably,</li> <li>• To take reasonable steps to avoid putting disabled young people at a substantial disadvantage,</li> <li>• To publish the accessibility procedure,</li> <li>• To recognise and value the young person's/parents' knowledge of the disability,</li> <li>• To recognise the effect their disability has on their ability to carry out activities,</li> <li>• To respect the parents and young person's right to confidentiality.</li> </ul>
<b>Access to the school curriculum for disabled young people</b>
<p>At Fromefield Manor School, we aim to provide young people with disabilities, access to the teaching and learning and the wider curriculum, such as participation in leisure and cultural activities as well as education outings, by identifying and responding to the following:</p> <ul style="list-style-type: none"> <li>- Recognise the needs of young people with ASD and how it impacts on their learning,</li> <li>- Use the expertise/training from SALT and OT support,</li> </ul>

- Identify young people with SEND on admission through sharing of information and close liaison between home and school.
- Ensure all staff are fully informed of the special educational needs/disability of every young person at the school, including sharing progress reports, therapy reports and student/parent feedback,
- Regular training opportunities for all staff re: SEND and appropriate teaching and learning strategies,
- Provide 1:1 intervention with TA to build skills (particularly for literacy and numeracy),
- Provide a bespoke and individualised timetable,
- Source specialist advice from other professionals linked to the school (e.g. SaLT, OT, specialist therapist, social care, CAMHs and physiotherapist) on modifying the curriculum and teaching strategies for individual young people,
- Utilise access arrangements for internal and external exams,
- Target setting and monitoring is effectively used to ensure all students with SEND make at least sufficient progress and accelerated progress in intervention groups,
- Individual arrangements to ensure a successful and supported transition (to community or other services).

#### **Access to the physical environment of the school**

At Fromefield Manor School, we aim to enable all young people with disabilities access to the classroom, by improving the physical environment of the school and physical aids to access education, these include:

- Arranging the classroom to support individual needs (furniture arrangement, managed lighting, noise reduction and reduced visual stimulus),
- Using individual visual timetables on wall of tutor classroom,
- Using visual planners to support transitions and visits,
- Creating personalised quiet space as required,
- Providing ear defenders.
- Allow access to lift where required.

#### **The delivery of written information to young people with disabilities**

At Fromefield Manor School, we will adapt the written resources provided such as timetables, handouts, textbooks, and electronic information where required and tailor it to the young person's needs. We also provide young people with the following:

- Fully differentiated resources to include dyslexia reading books,
- Desktop PC screens with screen overlays
- Coloured overlays for text
- Coloured lined paper for writing
- Coloured reading rulers
- Distraction aids (fidgets)
- Sand timers
- Headphones
- iPads
- Readers and/or scribes in exams where required)
- Interactive whiteboard
- large keyed keyboard with upper case lettering
- Widget task sheets

#### **Financial planning and control**

The head of school and SLT review the financial implications of the accessibility procedure as part of the termly governance meeting and explore potential access to funding via the statutory request for assessment.

**Local Procedure Review History:**

Date Reviewed	Reviewer	Summary of revisions