



EVERTON
FREE SCHOOL &
Sixth Form College

Accessibility Plan 2017 -2020

EVERTON FREE SCHOOL AND SIXTH FORM COLLEGE.

This document is available in other formats.

The Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Everton Free School and Sixth Form College (“EFS”) plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies and Terms of Reference are reviewed, a section relating to access may be added to that on Equality and Diversity.
7. The Plan will be monitored through the Learning & Teaching and the Premises Committees of the Governors.

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Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability

	Action	Success Criteria	Staff responsible	Resources	Time Line Start-End	Monitoring	Evaluation
Short Term	To involve parents/carers fully in the attainment and planned progress of their child by seeking their views and contributions	Parents will be partners in decision making regarding their child's needs and provision and will contribute to plans and reviews	SENCO Teachers SLT	Time for Parents' evenings, review meetings documentation for pupil profiles, EHATS, EHC plans Staff Meetings	Ongoing	Records of attendance at Parents Evening/ Review Meetings, paperwork evidencing this action	PSP reviews and reviews form other meetings evidencing a person centred approach involving parents
	Develop Diagnostic Reading System to analyse & improve pupil's reading	Staff are able to use entry and exit data more effectively in reading to measure pupil progress	SENCO Literacy Coordinator	Staff meeting time to help staff meet targets more successfully	Ongoing, relating to termly assessment cycles	Monitoring on a short term and termly basis and in provision reviews.	Baseline and exit data demonstrates good or better progress
	To aim to ensure Inclusive practices run throughout all school policies & practices.	All teaching staff will look at how to make their class & subject as inclusive as possible.	Teachers, Learning Mentors, Teaching Assistants	Social Language Group resources Talking partner resources, school Policies etc.	Ongoing	Self-evaluation	Final assessment by SLT

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	To continue to make all the staff both teaching and non-teaching more informed about SEN and Strategies to use. Teaching Assistant to cascade reading training to all support staff	SEN pupil's attainment identified early and targets set which result in improved outcomes SEN students to increase confidence in reading to enable access of curriculum	SENCO, Teachers, TAs Designated teaching assistant	CPD of staff incorporating SEND Teaching assistant time	CPD cycle for academic year Ongoing	SLT and SENCO Monitor progress of through Baseline start & finish entry and exit data	Information files available on range of SEN issues and CPD of SEND audited Impact in class SEND Teacher & TA to evaluate success
	Action	Success Criteria	Staff responsible	Resources	Time Line Start - End	Monitoring	Evaluation
Medium Term	To get TAs to implement their training on Literacy with groups across the school. To continue working on good practice for ASD/Dyslexic/Dyspraxia.	Literacy coordinator will monitor That reading thing and Accelerated reader To continue working on Dyslexia Friendly/ASD/SPLC and any other strategies which will help our pupils	Literacy coordinator TAs SENCO	TRT Accelerated reader Staff Meetings /training from expert agencies	Ongoing Ongoing	Monitor progress of SPLC pupils Lesson observations	School will evaluate using of variety of techniques. SLT/SENCO evaluations of work.

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	Action	Success Criteria	Staff responsible	Resources	Time Line Start - End	Monitoring	Evaluation
Long Term	To make school as inclusive as possible by recognising pupil diversity through lesson delivery and techniques.	Quality first teaching is evident. Effective use of support staff. Effective Inclusive learning environment. Lessons show differentiation, groupings, etc.	SENCO SLT All teachers TAs	Staff Meetings Training on Inclusion where applicable to policies & procedures.	Ongoing	Lesson observations Learning walks involving the SEND Governor	SLT Performance Management
	To compile and maintain whole school/year group and class registers of children with disability and additional needs	The maintenance of an effective SEN list and monitoring list as well as class and year group information regarding vulnerable learners	SENCO Teachers SLT	SENCO leadership and management time	Ongoing	Whole school/year group/class registers and SEN register	Everybody has a current SEN register so are aware of pupil needs.

Aim 2 To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

	Action	Success Criteria	Staff responsible	Resources	Cost	Time Line Start - End	Monitoring	Evaluation
Short Term	To to work with external consultants from EFC Health and Safety/HR to undertake physical audit. Improve physical Environment by ensuring corridors/common areas are kept clear	Audit completed Movement around school improve for disabled adults and pupils.	Senco and Facilities Manager Site Staff		TBA	Summer 2017 Ongoing	Report to Governors SLT	Report from consultant evaluated and reviewed with governors
Medium Term	Incorporate appropriate colour schemes when refurbishing to benefit pupils with visual impairments	Classrooms are made more accessible to visually impaired pupils	Head Govs	Refurbishing Materials & Labour	External accessibility report	2017-2018	Reviewed as part of the SDP. Report to Governors	Completed and reported governors
Long Term	To improve access to designated areas over successive financial years. School to decide which entrances & exits have priority and plans to fit ramps, handrails and other relevant equipment to all of these if funding allows.	The school's entry areas will be fully accessible.	Head Deputy Govs	Fixtures /fitting Labour	Priorities to be taken from External accessibility report	Ongoing	Reviewed as part of SDP. Report to Governors	Completed and reported to governors

Aim 3: To improve the delivery of information to disabled pupils and parents

	Action	Success Criteria	Staff responsible	Resources	Cost	Time Line Start - End	Monitoring	Evaluation
Short Term	Identify documents which would need to be in other formats for our parents	Selection of documents successfully identified	SEN	None	None	Ongoing	Deputy Principal to oversee	Selection identified
	Availability of material in alternative formats - identify sources	If needed the school can provide written information in alternative formats	Named member of staff	Braille/audio tape/ large print etc	Cost related to charges for Braille/audio tape/ large print etc.	From Jan 2017 and ongoing	SENCO	Sources identified
Medium Term	Insert into policies the footnote. 'Alternative formats available on request' when reprinting	Policies have footnote	All Coordinators	None	Photocopying costs	Policies updated in Summer 2017 onwards	SENCO	Policies updated according to timelines
	Set up system for getting alternative formats	Easy access to appropriate material for adults and pupils	SEN	None	None	As policies are updated.	Deputy to oversee	Systems in place
Long Term	Review and update systems.	Systems reviewed	SLT	None	None	Summer 2017	Deputy to oversee	Review completed