



FINTON HOUSE SCHOOL

ACCESSIBILITY AND DISABILITY PLAN SEP 2023 – JUL 2026

Date Revised:	September 2023
Members of staff responsible:	Nicola Blenkinsopp Mustafa Davies Senior Leadership Team (SLT) Governing committee/ sub-committee responsible: SEN
Approved	Ben Freeman, Headmaster
Signature:	
Date:	30th September 2023

A copy of this policy is available to all governors and parents via the school website or a hardcopy on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

Contents

1. Accessibility & Disability Plan	2
2. Assessing Needs	2
3. Improving Physical Access.....	4
4. Improving Curriculum Access.....	5
5. Improving Delivery of Written Information	7

Version Control

Version	Updates
Sep-23	Updated actions and deadlines for 2023-24

1. Accessibility & Disability Plan

Finton House was founded on a policy of integrating children with special needs and learning difficulties and/or disabilities and this is an approach to which we remain deeply committed. As a result of the ethos of the school, all children at Finton House gain an extra set of values that will remain with them for the rest of their lives. This plan reflects the following legislation: Disability Discrimination Act of Practice for Schools 2002, Equality Act 2010, Special Educational Needs and Disability Code of Practice: 0-25 years (Sept 2014).

For the purposes of this plan the definition of disability is:

A person is disabled if they have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Finton House School has set up an Accessibility Committee, (SLT, NB) which consists of Finton House School members and may include additional members whose expertise in any field would be of assistance. The Committee's terms of reference are:

- To annually review the school's policies, procedures and facilities in light of the needs and requirements of pupils, prospective pupils, staff and visitors who have a disability.
- To make recommendations with a view to improving accessibility for pupils, prospective pupils, staff and visitors with disabilities, by means of reasonable adjustments and by planning for the future.
- To meet and resolve any disability issues that may arise due to changes of circumstances for a pupil, request or a complaint from a parent regarding the meeting of their child's needs.
- To review the Disability and Accessibility Plan annually.

The Accessibility Plan should be read in conjunction with the following school policies:

- Health and Safety Policy
- SEN Policy
- Inclusion Policy
- Equal Opportunities Policy
- Admissions Policy

2. Assessing Needs

As part of the Admissions Policy and as a result of registration disclosure forms, parents can disclose and outline the nature of an individual child's disability and highlight any reasonable adjustments that may need to be made prior or during their placement at Finton House.

In determining what a reasonable adjustment is, the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments

- The extent to which aids and services will be provided via an EHC plan, or by provision paid for outside the school's resources
- Health and safety requirements
- The interests of other pupils

In order to help pupils access the curriculum, the following have already been put in place:

Learning support team:

- SENCO (special educational needs co-ordinator).
- Learning Support Assistants working with children in the classroom or 1:1 for between 10% and 100% of the curriculum.
- Learning Support Teachers working with individuals with learning difficulties (eg. dyslexia) - 5 part-time peripatetic LSTs.
- Peripatetic Speech and Language Therapist (working with both groups and 1:1 for 2 days a week).
- Peripatetic Occupational Therapist (working 1:1 for 2 days a week).

This Disability and Accessibility Plan contains relevant and timely actions to:

- Improve and maintain the access to the physical environment of the school, including adding physical aids to access education, within a reasonable timeframe.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, educational visits, school trips, carol concerts, sports day, and residential trips. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, information about the school and school events. This information should be made available in various preferred formats within a reasonable timeframe.

3. Improving Physical Access

Objective	Action	Resp	Time-frame	Cost	Date completed
To improve safe access through the school building for visually impaired.	Upper tread of stairs to be re-marked in bright colour (been done previously but has faded).	Bursar	Within 12m		Dec-22
To provide wheelchair access into the main school building	Ramp for wheelchair users needs to be recovered.	Bursar	Within 12m		N/A - can access through Wandle Rd
The main gate to the School Reception is heavy and difficult for people with restricted mobility to open	Install device that provides assisted opening of the gate.	Bursar	Within 12m		In progress
Assignment of classroom to be dependent on need of children with SEN	To arrange for those with physical disabilities to have classroom on 1 st or ground floor (depending on needs of current cohort).	SLT	Annually		Ongoing (annual basis).
To ensure safety of staff and pupils when moving around the school	All clear glass doors to have safety stickers attached, at eye height, 2 lines (adult and child).	Bursar	Ongoing when installed.		Ongoing
To install a lift to increase upper floor access to 169 Trinity Road	Consider installation of a lift within school's future plans	Bursar	3-5 years		

4. Improving Curriculum Access

Objective	Action	Resp	Time-frame	Cost	Date completed
Staff training – focus on supporting key areas of SEND within the school (dependent on current pupils' needs).	To provide one staff training session per year minimum (delivered by Senco / specialist peripatetic teachers / external trainers where required)	NB	Done annually		Sep 2023 (Delivered by NB)
Interventions – (provided at no additional cost to parents)	<p>Audit current interventions and their success/impact on progress.</p> <p>Provide clear guidelines on who each intervention is for, who will run it, and how parents will be informed.</p> <p>Levels of intervention are based on assessment, for example in 2022 EOY Year 1 assessments highlighted an extra group for Y2 in 22/23</p>	NB	Done annually		Sept 2023 (NB, KC)
Differentiation in teaching	<ol style="list-style-type: none"> 1. Deputy Head Academic to monitor quality and implementation of differentiation within the whole class; 2. SENCO to monitor differentiation for children on EHCP's or 1:1 classroom support. (EHCPs are reviewed annually) 	KC NB	Ongoing observation and annual book scrutiny Annual review meetings (EHCP children).		Oct 2023 Impact of 1:1 Funded Support reviewed termly or half termly depending on level of need (NB)
AST's	Senco's to monitor and evaluate the production, implementation and review of AST's (training organised if necessary)	NB	Twice yearly		Oct 2023

Objective	Action	Resp	Time-frame	Cost	Date completed
To improve knowledge and use of IT programmes and Apps for children with SEND	To improve our knowledge and understanding (through visiting fairs/ conferences, training courses) and apply this to better support children with SEND	NB, Assistants	12-24 months		Sep 2023 Currently reviewing assistive technology for chn with writing difficulties
To ensure all children are able to access sport.	To devise individual sports programme as required and assign appropriate staffing (child's needs to be reviewed when appropriate).	PE Dept. KC BCF	As needed		No current requirement, review as required.

5. Improving Delivery of Written Information

Objective	Action	Resp	Time-frame	Cost	Date completed
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats eg. school signs/ moto	IG/ KH	12-24 months		
Review documentation on website to check accessibility for parents with English as an Additional Language	<ul style="list-style-type: none"> The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with EAL. Add to policies – available in alternate formats on request. 	KH, IG	12-24 months		
Support for deaf parents with hearing children.	<ul style="list-style-type: none"> BSL Interpreter will be hired for key meetings where it is reasonable to do so, for example discussions about pupil progress. Other adjustments will be made as appropriate, for example providing scripts, handout in advance of performance. Subtitled may be considered in some situations. 	NB	Ongoing		Ongoing, (in place for Autumn term 2023 Introductory evening and Oct parents evening)
To improve communication for SEND children in an emergency.	<ol style="list-style-type: none"> Prepare children with SEND on what to expect in an emergency (PEEP plans) PEEP plans reviewed by SENCO annually and amended as needed 	NB	Updated annually		Sept 2023
To ensure all relevant policies include arrangements for children with SEND where appropriate	Policies to be written ensuring children's SEN needs are be taken into consideration (eg. behaviour)	SLT, CT, SEN Dept.	Updated annually		SEND policy updated June 2023
Improve awareness of SEND throughout the school for staff and parents	<ol style="list-style-type: none"> Through parent meetings, staff training, parent workshops/ talks Provide information on specific areas of SEN, that is accessible through the website and in the weekly newsletter. 	SLT / Pastoral Team	Staff training annually,		Frequent activities throughout the term, including

Objective	Action	Resp	Time-frame	Cost	Date completed
			2) updated annually		weekly meetings with parents.