



Section 1: Vision Statement

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, gender identity, sexual orientation, physical disability or learning difficulty. As a special school for children with severe learning difficulties, we are continually working to ensure that we not only meet the needs of people with disabilities, but provide the best possible education for our children, in an appropriately stimulating environment. We strive to raise the profile of people with disabilities in the local community through maintaining strong links with our partner schools and other community organisations, as well as offering support and training for other professionals in their own setting and at Frank Wise School.

Improving standards in accessibility is therefore of paramount importance to us, and threads through all aspects of our practice and reflection. This plan draws together many of the key strands which we are currently reviewing and developing, and which help to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010:

1. To increase the extent to which pupils with disabilities can participate in the school curriculum.
2. To improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
3. To improve information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Definition of disability under the Equality Act 2010

A person is considered disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

Development and Review

- The accessibility plan is guided by the principles and procedures in the school's Equality Scheme.
- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective.

All staff and other stakeholders are invited to contribute to our three-yearly School Development Plan and are regularly consulted on their views via questionnaires. Over the past year parents and families have also been asked to comment on the school's communication and our approach to disability and equality. The findings from these exercises are incorporated into our SDP and this plan.

Section 2: Aims and Objectives

Aim: To increase access to the curriculum for pupils with a disability.

Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person Responsible	Date to complete actions by
A school curriculum, adapted from the National curriculum, is being implemented to ensure all pupils continue to make excellent progress towards challenging objectives.	To revise the school Curriculum Framework in line with improvements to classroom practice and subject content, and to ensure it meets the needs of all pupils.	Dedicated staff inset time to review the teaching of handwriting, Pragmatic Organisation Dynamic Displays (PODD), Protective Behaviours, Phonics, Work Experience and work-related learning, and the Post-16 curriculum	Subject leaders (SDP targets) Senior Leaders, CEIAG lead, class teachers (SDP targets).	<ul style="list-style-type: none"> • 2020: Work skills PODD, • 2021: Protective Behaviours, Handwriting • 2022: PODD, Phonics Post-16
Curriculum days are well established in the school, in which the community comes together to share, celebrate success and focus on a particular theme altogether. They seek to be entirely inclusive.	To plan and deliver a whole school curriculum day.	To delegate responsibility for each curriculum day to subject leads, who coordinate and lead each day. Further responsibility is delegated to class teachers to ensure maximum accessibility.	Subject leaders (SDP target) Senior Leaders, Class teachers.	<ul style="list-style-type: none"> • 2020: Curriculum day • 2021: World Book day • 2022: Curriculum day
The Student Council is an elected body that meets at least once a short term. "Pupils say that they feel safe and know how to keep themselves safe. They know who to speak to if they have a concern" (Ofsted, May 2019).	Student Council to review the definition of bullying and how it is dealt with within the context of how their emotional well being is supported at FWS.	For dedicated time and staffing to the Student Council to enable this group to meet and discuss this topic.	Student Council members. CSOs with responsibility for leading Student Council. PSHE subject leader.	July 2020
KS4 pupils achieve through the AQA Unit Award Scheme and in KS5 through the City and Guilds Entry Level qualifications. In 2017/18, 100% Year 11 and Year 14 students left with certifications.	Review the use of C&G and priorities for accreditation in order to enhance post education outcomes.	Dedicated staff inset time to review whether C&G enhances post education outcomes.	Subject leaders, Senior Leaders, CEIAG lead, class teachers.	July 2021
An e-safety lead has been identified. School policies and internet restrictions underpin e-safety to some degree. All pupils access the internet, or are supported to access the internet, for learning or play.	To identify and deliver any e-safety training required, following initial review.	Dedicated staff inset time to review the teaching of e-safety to our pupils. To develop training for families, and deliver it.	e-Safety lead (PSHE subject leader) Senior Leaders, Class teachers.	<ul style="list-style-type: none"> • 2020: Review of staff skills • 2021: Identify training • 2022: Deliver training to parents
100% of students leave for meaningful provision at aged 19, having been informed through our CEIAG processes and individual support.	To review and develop partnerships with families, other agencies and the wider community to improve long-term life opportunities, including Post 19 provision.	To develop greater involvement in the delivery of Post-19 Provision through external partnerships. To review how well we articulate what our students can do to communities unfamiliar with them, and identify ways to improve the extent our students secure sustainable paid work beyond education	Subject leaders, Senior Leaders, CEIAG lead, Post-16 senior teacher, class teachers.	July 2022

Aim: To improve and maintain access to the physical environment

Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person Responsible	Date to complete actions by
The school has designated shared curriculum spaces for Music, Dance and Drama, Art and DT, ICT, PSHE, and LoTC. They are fully accessible to all pupils, supported by infrastructure such as a lift, overhead hoists, ramps and paving.	To review all spaces and rooms in terms of how they are currently used and plan for more effective use, taking into account priority areas for overhead hoists and tracking.	Dedicated staff inset time to review shared spaces, how they are used, and whether they perform the function we need them to. To identify priority areas for additional overhead hoists, and coordinate installation.	Class teachers (SDP target), Senior Leaders and Site Manager.	<ul style="list-style-type: none"> • 2020: Review • 2021: Install hoists
The secondary play area is grassed, has an artificial pitch, and a woodland area. Some pupils are successfully playing, or being supported to play.	To implement the costed plan for the secondary playground	To liaise with companies and gather quotes. To ensure a range of pupil voices are heard, and ideas integrated into the action plan.	Class teachers (SDP target), Senior leaders, Resource Manager and Site Manager	July 2022
Individual classes have their own individual library selections.	To produce a costed action plan for a school library and identify sources of grant funding.	To agree an appropriate, accessible space to develop into a school library. To ensure a range of pupil voices are heard, and ideas integrated into the action plan. To liaise with companies and gather quotes. To identify sources of grant funding.	Class teachers (SDP target), Senior leaders and Resource Manager	July 2022
Secondary classrooms in the main building are too small for the number of pupils and the comfortable management of their individual needs. Two external temporary classrooms are in poor condition and disrepair.	To review funding options for the redevelopment of the secondary classrooms.	To liaise with companies and gather quotes. To explore permissions necessary to meet regulatory compliance. To identify sources of funding.	Senior leaders, Resource Manager and Site Manager	July 2022

Aim: To improve the delivery of written information to pupils

Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person Responsible	Date to complete actions by
Multimedia outcomes are currently shared via USB drive, email, Parentmail, photo ROAs, Wiseup magazines and performances (e.g. Christmas film). Practice is inconsistent across the school, in delivery method, quality and quantity.	To agree how, undertake training and implement the plan for sharing multimedia outcomes, including celebrating achievements, with families, ensuring consistent practice.	Twilight inset time to review current arrangements, and agree changes to implement moving forward.	Class teachers (SDP target) and Senior leaders, Administrative staff.	July 2020
Conversations about planning post-19 provision start early in the post-16 GC. 100% of students leave for meaningful provision at aged 19, having been informed through our CEIAG processes and individual support.	To review the process, support and systems (including EHCPs) for transition to Post 19.	CIAEG meeting time to review processes, support and systems, and agree changes to implement moving forward	Class teachers (post-16), Post-16 lead teacher, Senior leaders, CIAEG lead, PSHE Subject leader.	July 2020
Current assessment is highly qualitative and bespoke through the Annual review document. However, they are extremely long, time consuming to read, and time consuming to write, and need greater symbiosis with the ECHPs.	To review and revise the Annual Review template and process, taking into account statutory requirements and the needs and views of all stakeholders.	Twilight inset time to review current arrangements, and agree changes to implement moving forward. To improve the symbiosis between EHCP Outcomes and annual targets	Class teachers (SDP target) and Senior leaders.	<ul style="list-style-type: none"> • 2020: Review of system • 2021: New system in place • 2022: Curriculum day
School IEP Data is currently very binary and does not reflect the level of proficiency, depth of understanding or breadth of applicability that pupils are learning.	To review the pilot of the guidance for assessing progress in IEPs.	Twilight inset time to review current arrangements, and agree changes to implement moving forward	Class teachers (SDP target) and Senior leaders.	July 2021
The school website contains photos, text and documents about the school, and videos sharing our pupils achievement. However, information about the school is not in video form, which may be more accessible to some prospective pupils and their families.	To create an introduction video, featuring the students, for the school website.	To identify a class or group of students to feature in the video. To plan and record the video. To edit the video to a high quality, building accessibility into the design. To publish the video on the school website.	Class teachers (SDP target)	July 2021
Transition pathways are established, but more time needs to be spent visiting other provisions to inform both formal and information communication with families and students about post-19.	To evaluate and monitor the transition pathways from the school to other provision and develop an information pack for families.	To review systems during termly CIAEG meetings. Time spent visiting other provision. Development of accessible information materials for families and students.	CIAEG lead, post-16 teachers, PSHE subject leader, Senior leaders.	July 2021

Section 3: Access Audit

Feature (For Example)	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site Manager	Ongoing
Corridor access	Corridors are wide where possible. Wheelchairs, hoists and standing frames are stored within classrooms or other rooms.	Ensure pupil equipment does not block corridor	Site Manager	Ongoing
Lifts	Service level agreement in place for maintenance, every three months.	Review service annually	Site Manager	Ongoing
Parking bays	Disabled parking bays marked.	Review of need to remark.	Site Manager	Ongoing
Entrances	Automatic front doors, enclosed lobby, security door has disabled exit button.	None required	Site Manager	Ongoing
Hoists	Manual hoists stored centrally or in classes with high level of PMLD need. Overhead hoists and tracking installed in some classrooms, in some shared rooms and in all bathrooms (Taylor-Dolman)	Ensure service every 6 months	Site Manager	Ongoing
Toilets	All hygiene areas have hoists. Toilets have disabled access and alarms	Ensure service every 6 months	Site Manager	Ongoing
Reception area	Accessible to wheelchair users	None required	Site Manager	Ongoing
Internal signage	Large signs in place. Emergency fire exit signage updated May 2019.	None required	Site Manager	Ongoing
Emergency escape routes	Fire evacuation plan in place. Staff trained in use of evacuation sledge for wheelchair users. New GC build has a fire-safe lift. Ensure weekly testing of system and maintenance, and is logged. Monthly testing of the emergency lighting system (tests and inspections) Six monthly certified inspection is contracted and scheduled.	Exploring whether a second lift is necessary in the post-16 centre. This is being led by the LA. LA leading review of fire compartmentalisation in the main school. Funding is being sought by HT.	Site Manager Simon Knight (Joint HT)	TBC

Approach and Car Parking	The building is within convenient distance of a public highway, public transport, and the car parking (Post-16 has its own separate car park, also very close by). The route is clearly sign-posted. A one way system shows routes for cars to travel. The route is free of kerbs, is smooth and slip-resistant, and wide enough for wheelchairs. It is free of such hazards as bollards / overhanging branches. Lighting is good and has been recently improved with LED upgrades. Staff support pupils with visual impairments to access the site. Car parking for blue badge users (6 bays) is marked out, signed, easily found and kept free from misuse. The route to the building is kept free of snow, ice and debris.	Review is continually ongoing.	Site Manager	Ongoing
Routes, external level change, including ramps and steps.	Ramps are wide enough and suitably graded. There are kerbs and edges on external ramps, and hand rails on all internal ramps on one or both sides, where access is public. In some cases there are alternative steps. Long flight ramps (e.g. wildlife garden) have intermediate levels of adequate size. There are lifts when ramps are not possible / installed.	Staff monitor / supervise pupil usage of steps, ramps and lifts, and these are swept of debris that collects e.g. in the Autumn.	Site Manager	Ongoing

Reviewed by: Matt McArthur

Date: September 2020

Approved by Governors:



Date: February 2021