

Accessibility Plan

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 disability. As a special school for children with learning disabilities, 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.

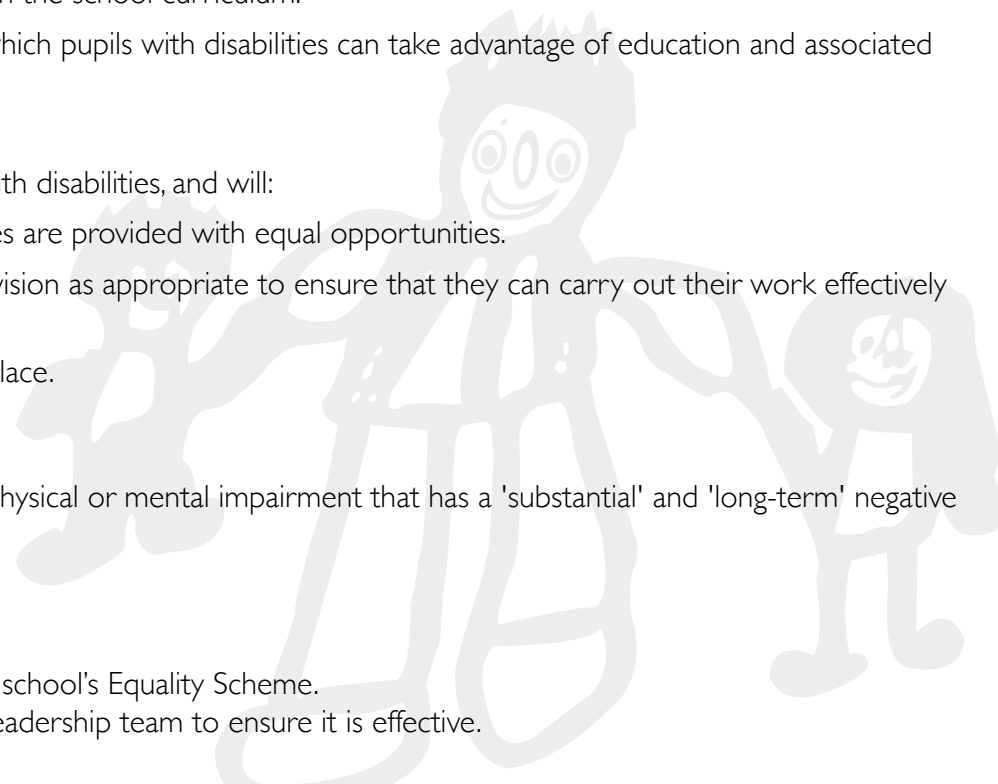
Definition of disability under the Equality Act 2010

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.



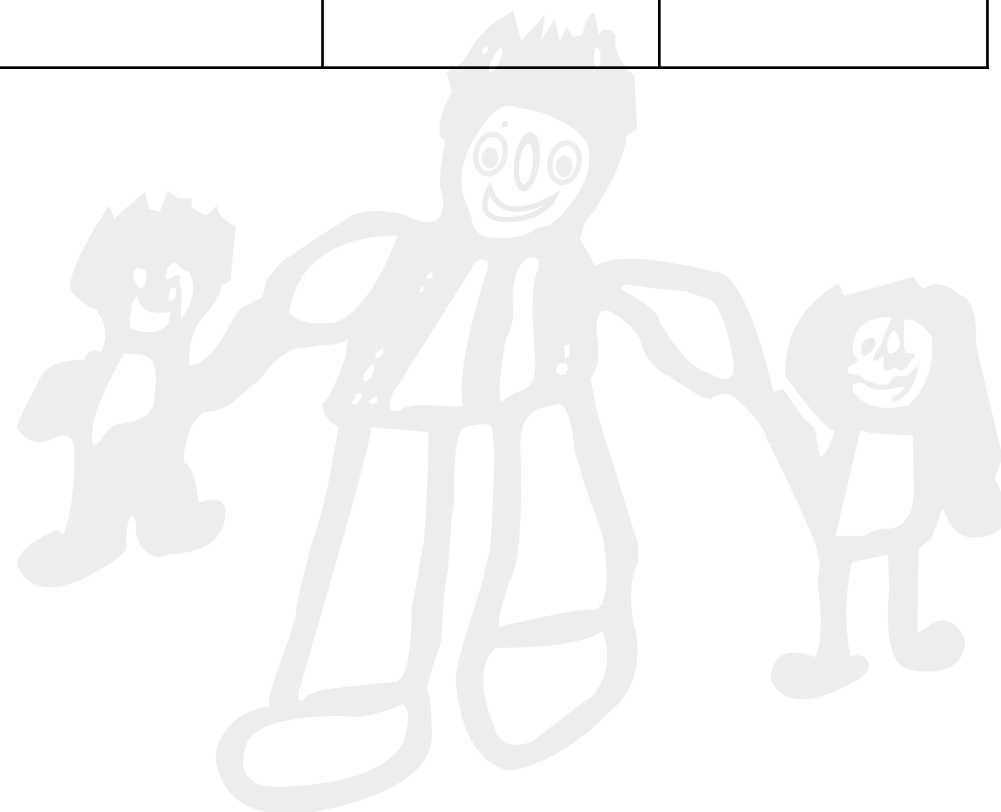
Section 2: Aims and Objectives

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 the Post-16 curriculum, Numeracy, DT, Phonics and Inclusion.	Subject leaders (SDP targets), Senior Leaders, CEIAG lead, class teachers (SDP targets).	July 2024: Phonics, DT, Numeracy, Inclusion, Post-16 July 2025: Phonics, DT, Numeracy, Inclusion, Post-16 PODD, Engagement, RSE, PSHE July 2026: Phonics, RSE, PSHE
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 whole school curriculum days, annually.	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.	July 2024: World Book Day July 2025: Curriculum Day July 2026: World Book Day
The Student Council is an elected body that meets at least once a short term. Their objectives for the year to improve pupils' experience of school, which they work towards and report back on in meeting minutes.	To have explored possibilities for student interest led clubs with visiting instructors or sports coaches.	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 2024
The school has a programme of annual residential trips for Years 5 -14, which is known to positively impact on life outcomes outside and beyond school.	To explore potential of overseas links with an aim of re-establishing foreign residential trips.	As part of the review of Educational Trips and Visits, to decide how to reinstate foreign residential trips in a sustainable manner.	EVC Lead, Senior Leaders, Class teachers.	July 2025

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
Individual classes have their own individual library selections, and there are now shared library services in locations around the school that are regularly refreshed.	To review the extent to which all classes have access to high quality and varied texts, utilising appropriate accessible technologies as required (e.g. audiobooks).	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.	Subject leaders (SDP targets) Senior Leaders, class teachers (SDP targets), Student Council	July 2026
The school scores well against the Gatsby Benchmarks, with skills for the world of work embedded in the curriculum, opportunities provided throughout school for visits to and from employers, and information fairs and curriculum days delivered.	To have investigated the effectiveness of 'Compass + / Future Skills Questionnaire' as a tool for providing more World of Work opportunities.	To explore how relevant and useful the 'Compass + / Future Skills Questionnaire' is as a tool for providing more World of Work opportunities to our pupils.	CIAEG Lead, Senior Leaders, Subject leader for PSHE	July 2026
KS4 and KS5 pupils no longer work towards formal accreditation, as evidence showed that it did not contribute meaningfully to the opportunities pupils then had outside and beyond school. The time and resources previously dedicated to this have been diverted towards opportunities for learning that are known to meaningfully and positively contribute to pupil outcomes beyond school.	To explore the validity of the DofE Award.	To explore how relevant and useful the Duke of Edinburgh is as a tool for developing and recognising the knowledge, skills and behaviours need to acquire, which positively impact on life outcomes.	Subject leaders (SDP targets) Senior Leaders, class teachers (SDP targets)	July 2024: Explore July 2025: Implement (if viable) July 2026: Evaluate
Enterprise is a discrete element of the Post-16 curriculum, with dedicated teaching time and resourcing within school. Opportunities for selling products include whole school events, and in Banbury	To develop links and create an action plan for securing sales outlets for Enterprise work.	To explore the viability of shops and outlets selling GC products, establish relationships and agreements with local partners, and develop financial systems to support this.	Senior Leaders, Post-16 class teachers (SDP targets)	July 2025: Explore July 2026: Implement

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
<p>The school has ICT licenses for Boardmaker, Little Wandle and Rakutan, which are used regularly by staff to create learning resources, and celebrate pupils achievements.</p> <p>The school has a range of Apple-based ICT equipment, which it has invested in historically. It seeks to implement a rolling programme to upgrade, rather than the steep step-changes it has experienced recently due to insufficiencies in funding.</p>	<p>To review whether we have sufficient ICT licenses for the effective and efficient delivery of learning and the development of resources.</p> <p>To develop a rolling programme of investment in ICT, in order to reduce the risk of obsolescence and to distribute the costs.</p>	<p>Dedicated staff INSET time to review ICT licensing.</p> <p>To develop and implement a sustainable financial model.</p>	<p>Subject leaders (SDP targets) Senior Leaders, class teachers (SDP targets), Finance Officer</p>	<p>July 2024: Action Plan</p> <p>July 2026: Action Plan</p>

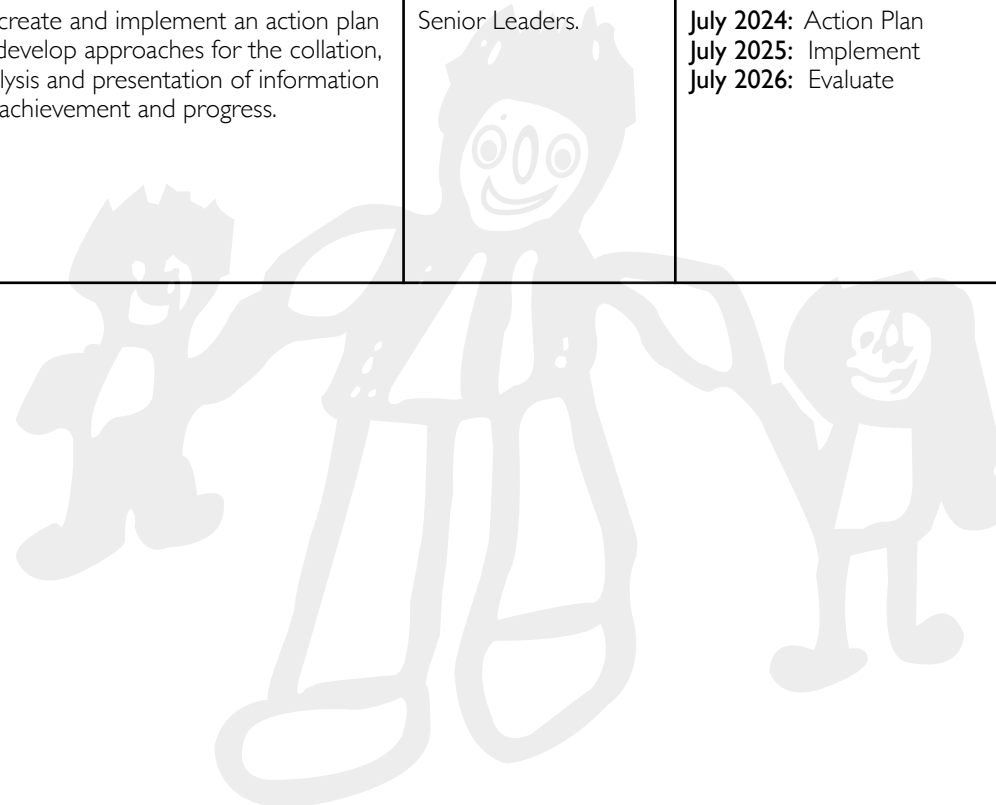


Aim: To improve and maintain access to the physical environment

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 secondary play area is grassed, has an artificial pitch, and a woodland area. Some pupils are successfully playing, or being supported to play.	To review previously created costed action plan for the prioritised improvements to learning / play facilities in the secondary playground.	To ensure a range of pupil voices are heard, and ideas integrated into the action plan. To liaise with companies and gather quotes.	Class teachers (SDP target), Senior leaders, Resource Manager and Site Manager	July 2024: Review July 2026: Implement
The 1st and 2nd Family Groups have their own set of toilets, which are crucial both for meeting the individual personal care needs of pupils and teaching them to be continent and take responsibility for meeting their own personal care needs as appropriate for their age and stage of development.	To renovate 1fg and 2fg toilets.	To liaise with companies and gather quotes for the renovation of the 1FG and 2FG toilets, to produce a costed action plan, and to identify sources of grant funding.	Class teachers (SDP target), Senior leaders, Resource Manager and Site Manager	July 2024: Costed Action plan July 2025: Development July 2026: Review
All pupils from FFG - 10FG use the school hydrotherapy pool at least once a week for water confidence and swimming lessons. All pupils with physiotherapy programmes have an additional, quieter session every week. The physical skills that pupils developed are assessed and reported to families in Annual Review reports.	To produce a costed action plan for ceiling lighting (sensory) in pool.	To liaise with companies and gather quotes, to produce a costed action plan to improve the ceiling lighting for the school pool, and to identify sources of grant funding.	Pool Manager and pool staff, Senior leaders, Resource Manager and Site Manager	July 2024: Costed Action plan July 2025: Development July 2026: Review
Individual classes have their own individual library selections, and there are now shared library services in locations around the school that are regularly refreshed.	To review and implement a plan for the management of the student library.	Dedicated staff INSET time to review the new student library locations and usage by classes. To ensure a range of pupil voices are heard, and ideas integrated into the review. To agree how it will be sustained and managed over time.	Subject leaders, Senior Leaders, class teachers (SDP targets)	July 2024: Review

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
The school website includes a range of information for families and pupils, including newsletters, the school WiseUp magazine, and essential information. It also contains photos of key staff.	To create a Quick Links section on the school website for families to access useful website.	To review how families use the website, and what high-frequency information they seek e.g. through Google Analytics. To liaise with the webmaster to create a new Quick Links section that provides clearer access to high-frequency information families are seeking.	Senior Leaders	July 2024
Pupil progress towards IEP targets is tracked across the year by teachers using EFL, in a range of contexts and situations, and reported on holistically within annual review reports	To develop approaches for the collation, analysis and presentation of information on achievement and progress.	To create and implement an action plan to develop approaches for the collation, analysis and presentation of information on achievement and progress.	Senior Leaders.	July 2024: Action Plan July 2025: Implement July 2026: Evaluate



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. Bathrooms and toilets have disabled access. Bathroom and some toilets have alarms. Alarms trigger rapid response from Reception.	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 (April 2022).	None required	Site Manager	Ongoing
Emergency escape routes	Fire evacuation plan in place, and a new Fire Risk Assessment (Feb 2023) in place. LA has recently led a review of fire compartmentalisation in the main school, including refurbishment of automatically closing fire doors. Staff trained in use of evacuation sledge for wheelchair users. 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.	GC does not have a fire lift. Explore options for staff to be trained in the use of an evacuation mat for students unable to use the evacuation sledge.	Site Manager Simon Knight (Joint HTO)	TBC

Reviewed by: Matt McArthur

July 2023

Approved by Governors:

July 2023

