

FREDERICK BREMER SCHOOL

ACCESSIBILITY PLAN



Person responsible	Jenny Smith
Review Frequency	Every 3 years
Policy First Issued	2015
Last Reviewed	February 2018
Agreed by LT on	6 th March 2018
Does this policy need to be ratified by Governors?	Yes
If yes, which committee	Full
Ratified by Governors on	14 th March 2018
This policy is communicated by the following means	Shared folder School Website

1. Context

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Academies and Local Authorities have to carry out accessibility planning for disabled students. The purpose of this document is to meet the duty to promote equality of opportunity for disabled students, staff, parents and other users of Frederick Bremer School.

Our aim is:

- not to treat disabled students less favourably, for a reason related to their disability;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students
- and to ensure that every people is enabled 'to be the very best they can be' at Frederick Bremer School

Six elements of the duty are:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive attitudes
- Encouraging participation
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Our accessibility plan is aimed at:

- Increasing the extent to which students with a disability can participate in the curriculum and staff can access the building
- Developing the physical environment of the school to enable students with a disability to take better advantage of education, benefits, facilities and services provided

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.

2. Definition

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities

3. Vision and values

Frederick Bremer School fully supports the vision that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future. This is encapsulated into our school vision and improvement plan.

Frederick Bremer School endorses the Inclusion definition that recognises that:

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Frederick Bremer School is committed to offering a high-quality education to all children in the community in line with the requirements of the needs of those with SEN and Disability. The School actively promotes inclusion and will take all reasonable steps to ensure that students with a disability or SEN are not discriminated against or treated less favourably than other students. The school will work in partnership with the family and other agencies in the best interest of the student to maximise educational opportunity. We are committed to continuing staff training to enable staff to be effective in the education of young people with Special Educational Needs and Disabilities. We are committed to prioritising sufficient resources to support the actions identified in our accessibility policy and plan.

4. Information gathering

We arrived at actions in the plan by taking into consideration a range of things (some are listed below)

- The nature of our schools population for whom we plan
- A consideration of the impact of the schools existing plans and priorities

Student information includes a range of data:

- Students already in the School and moving through it
- The nature of the future intake (advance information from feeder schools)

We regularly audit our strengths and weaknesses in working with students with a disability and students who come under the new codes for SEND. This might include:

- The level of staff awareness of Equalities legislation and the new codes for SEND
- The presence of students with a disability and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which students with a disability have limited or no access, the participation of students with a

disability in after school clubs and school visits, parts of the school to which students with a disability have no or limited access.

- The impact on students with a disability, of the way the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, Anti Bullying policy, trips and teaching and learning.
- The physical environment of the building
- The curriculum
- The ways in which information is currently provided for students and parents with a disability
- Outcomes for students with a disability including exams and end of key stage results and achievements in extracurricular activities

5. **Involving people with a disability**

The plan was first drawn up under the Disability Equality Scheme (2006), and reviewed in line with the SEND Code of Practice. It was informed by:

- The views and aspirations of students with a disability themselves
- The views and aspirations of the families of students with a disability
- The views and aspirations of other people with disabilities or voluntary organisations
- The priorities of the local authority

6. **Accessibility Plan**

The plan addresses the three areas of improving access to:

- The physical environment
- Access to education, benefits, facilities and services
- Access to information usually provided in written form

Linked Policies

- Learning & Teaching
- Safeguarding policy
- Behaviour for Learning
- Exclusions
- SEND
- Careers
- Curriculum
- Vision statement
- Equality information and objectives (contained with SIP action plan)
- Attendance

Appendix 1 - Accessibility Plan Priorities 2017-2020

Please see School SIP and SEN action plan for more detail

Area To Be Addressed: Access to the Curriculum

Goals & Targets:

1. Continue to develop and enhance knowledge of responsibilities under the Equality Duty and the new code for SEND.
2. Continue to develop confidence and knowledge of staff in delivering the curriculum to students with a disability.
3. Enhance access to and participation in the curriculum and wider curriculum for students with a disability and those with Special Educational Needs through effective provision management
4. Ensure that the curriculum is representative of all pupils, including those with SEND

Person responsible: Claire Binns (Senco), Jo Kaltak (DHT Learning and Teaching)

Review date: Every February (as part of annual curriculum review)

Area To Be Addressed: Accessibility of Information

Goals & Targets:

1. Develop more accessible teaching resources for students with SEN and disabilities, including more laptops, I Pads, dyslexic electronic dictionaries etc.
2. Increase the availability of written information in other formats where required
3. To continue to identify and implement best practice on delivery of information to students with a disability, including our local partners and the National Autistic Society
4. To continue to develop effective guidance on P16 pathways for students with SEN and disabilities

Person responsible: Claire Binns (Senco)

Review date: Every September (as part of annual review)

Area To Be Addressed: Physical Accessibility

Goals & Targets:

1. To continue to ensure that there are no physical barriers to inclusion
2. To work effectively with Bouygues on ensuring the building remains fully accessible to all at all times
3. To ensure that the independent Health and Safety Audit continues to assess issues affecting SEND students, and recommendations are incorporated into the Health and Safety Plan
4. To ensure all staff are familiar with the SEND needs of pupils, and that all appropriate staff are trained in best practice

Person Responsible: Claire Binns (Senco), Jenny Smith (Headteacher)

Review date: Every September (as part of annual review)

Appendix 2 – Access Audit 2017-2020

Frederick Bremer School is a fully accessible school under DDA legislation. We are a PFI school, and responsibility for the maintenance and accessibility to the building is with Bouygues and with Waltham Forest LA (who manage the contract).

<u>Feature</u>	<u>Description</u>	<u>Actions to be taken</u>	<u>Person responsible</u>	<u>Date to complete actions by</u>
Number of floors	We are a 3 floor single building. All stairs are kept clean tidy and free from obstruction.	Maintain and ensure access	Bouygues	On going
Corridor access	Corridors are wide and accessible to wheelchairs and frames. Pupils with visual disabilities have standard tactile doors across the school.	Ensure corridors are clear and doors all have same fittings/openings.	Bouygues	On going
Lifts	Controlled access to all pupils/staff with SEND	Review annually	Bouygues	On going
Parking	Disabled Bays accessible and clearly marked	None	Bouygues	On going
Entrance doors to school and playground	Automatic doors	None	Bouygues	On going
Toilets	Disabled toilets are available in every wing of the school. All are accessible and with alarms.	Check weekly	Bouygues	On going
Emergency escape routes	Fire evacuation plan in place, and bespoke plans for individuals with specific needs. Evac chairs are on every stair way, and Bouygues staff are trained in evacuation methods.	Review half termly, and termly evacuation checks	Bouygues	On going

Appendix 2 – Frederick Bremer School Promoting Equality Statement

Our school vision was devised in consultation with parents, pupils and staff in the Autumn term 2012, and was most recently reviewed in the Summer term 2017.

Frederick Bremer School is an 11-16, multi-cultural, mixed comprehensive school. It is a truly inclusive, happy and friendly school where all are welcome. It is our intention to be the pride of the community we serve. Frederick Bremer has high expectations of all members of its community, as reflected in the school's vision statement.

Executive SIP summary

In order to become an outstanding community where we all share and model our values of 'Respect, Responsibility and Integrity' and are always 'the best we can be' we commit to these priorities:

Over the next 3 years we will be:

- Successful – results at least in line with national
- Consistent – all pupils will receive the same high quality provision all of the time and gaps are closing
- Values driven – evidenced by a self-regulating culture of ambition

Because we have:

1. Ensured high performing learning, and leadership of learning, across the school through:

- Embedding our learning culture across the school through coaching, as well as bespoke development
- Enabling our middle leaders to lead and shape school leadership
- Ensuring high quality teaching and guidance (including written and verbal feedback) which leads to rapid progress for all pupils
- Our culture of consistently high expectations and experience across the school through effective quality assurance
- Ensuring all pupils receiving a consistently high quality level of education every lesson of every day

2. Developed exemplary behaviours across the school by:

- Our consistently ambitious culture for success across the school which is clearly and systematically communicated to all, and modelled across all aspects of Bremer life
- Ensuring pupil behaviour is self-regulated and monitored through pupil leadership
- Ensuring powerful use of data to proactively intervene where underperformance/under potential is detected to ensure pupils make good progress
- Maintaining a highly vigilant approach to safeguarding and that all stakeholders uphold a 'safety first' culture

3. Embedded our reputation across the community through:

- Developing our exciting and innovative creative curriculum across the school
- Expanding our ASC/SEN provision as a centre of excellence for mainstream inclusive SEN
- Embedding leadership at all levels to develop our reputation, collaboration and recruitment/retention (both of pupils and staff)
- Continuing to succession plan through staff growth and development opportunities
- Growing our parental and pupil councils
- Building powerful school:school learning partnerships
- Improving our outward looking marketing, specifically in our immediate community



A Guide to Frederick Bremer– on a page

We are

- an 11-16 Community School for 900 pupils in Walthamstow, London
- diverse and inclusive, with over 40 languages spoken

We believe

- 'Everyone should be the very best they can be'
- in our values of Respect, Responsibility and Integrity
- that every child matters
- learning should be interesting, relevant and fun
- strong relationships underpin successful learning
- safety is our priority at all times

We organise our curriculum so that every pupil

- is in mixed ability classes across the school, with the exception of Maths and Science (at KS4 only)
- experiences a broad and balanced curriculum built around EBacc subjects and enhanced by the Creativity curriculum
- has the opportunity to study a rigorous GCSE curriculum of up to 10 GCSEs
- is truly known, nourished and supported to be the very best they can be and become who they want to be (through our inclusive approach and commitment to the equality agenda)

We innovate our curriculum by offering

- a two year Key Stage 3 curriculum in Years 7 and 8
- all pupils the opportunity to study and own a classical instrument (Violin, Viola or Flute in Y7 and Y8) as part of the MiSST programme
- project based Creativity Curriculum in Y7 and 8 which focuses on the explicit teaching of creative learning skills alongside Philosophy for Children in Y7
- an exciting bridging curriculum in Y9, with the skills of GCSE being explicitly taught in the Ebacc subjects and an optional Creativity Option to enable deeper skills development to support all subjects
- a broad and balanced two year Key Stage Four curriculum where pupils study, at least, 8 subjects

We believe every pupil is a mainstream pupil

- so we make sure every member of staff understands pupils learning needs
- we have a highly specialist SEN team to support pupils within the Autistic Provision, and with other SEND needs, in lessons
- we ensure that our building and our classrooms are fully inclusive to all
- so our TAs work with a range of pupils in class, and you will often see the teacher working closely with the SEND pupil

We ensure every pupil is challenged to succeed in lessons by

- making sure every lesson makes use of data to plan for pupils needs
- ensuring that teachers have seating plans showing how they are catering for pupils
- having on-going training to ensure that our teaching pedagogy is the most appropriate

We use data powerfully to track progress by

- using KS2 data to set flightpaths for potential pupil progress based on 4 levels of progress for most pupils and continually review pupils' progress against these measures
- assessing pupils using GCSE / BTEC grades across the whole school

We use feedback as a tool to support learning so you will see

- in books and lessons, lots of peer and self-assessment
- in books and lessons, pupils responding to this feedback and making improvements
- in books and lessons, teachers mark diagnostically selected pieces (they do not mark everything in books)
- and hear lots of questions – both from teachers and between pupils

Osted (2015) stated:

- Pupils' personal development, behaviour and welfare are good. They enjoy being a part of the strong inclusive school community and have confidence in each other.
- Effective provision is in place for pupils with a statement of special educational needs and for those with an education, health and care plan. Alternative provision is also well planned.
- The teaching of pupils with special educational needs, including those with a statement of education or an education, health and care plan, is generally good. Teachers know the needs of each pupil well and because they are supported they keep up with their peers.

Ofsted (2013) stated:

- Disabled students and those with special educational needs make good progress because of very good support and care.
- The school is a harmonious community. Students show respect for each other and for their teachers and they work and play happily together. Students and teachers are proud of their school.
- The school promotes equal opportunities for all students by analysing the progress of different groups of students and providing additional support for those who need it. Students are very clear that they are all treated equally.

We believe that the **Public Sector Equality Duty** (PSED) provides a framework to support our commitment to valuing diversity as well as addressing the statutory areas of:

- A. **Eliminating unlawful discrimination, harassment and victimisation.**
- B. **Advancing equality of opportunity between different groups.**
- C. **Fostering good relations between different groups.**

The Public Sector Equality Duty also ensures that we continue to tackle issues of disadvantage and underachievement of different groups, since breaking down barriers to learning, and increasing life choices for all students, is a key part of our vision

Ratified