



FALCONS PREP
RICHMOND

Accessibility Plan

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Job title: Headmistress (for the Director of Learning and Innovation)

Last review date: June 2021

Next review date: June 2022

Relevant ISI coding (if applicable): 17b

Aims

The aim of this plan is to set out how Falcons Preparatory School for Boys intends to increase the accessibility of its activities and facilities for disabled pupils over the three year period 2018 – 2021

FPSB is committed to providing an inclusive environment. It has high ambitions for all of its pupils and expects them to be able to fully participate in school life as far as possible, with the aim of each individual reaching their full potential.

Definition of disability

A pupil is considered to have a disability if he has a physical or mental impairment that has a long-term and substantial adverse effect on his ability to carry out normal day-to-day activities. The SEND Code of Practice 2015 defines 'long-term' as 'a year or more' and 'substantial' as 'more than minor or trivial'. Disability includes sensory impairments and long-term health conditions.

Duty under the Equality Act

This plan fulfils the requirement for schools to have an accessibility plan for disabled pupils, as set out in the Equality Act 2010.

The plan seeks to identify and overcome barriers that may prevent pupils with disabilities from accessing what the school has to offer. It focuses on three areas:

- a) Increasing the extent to which disabled pupils can participate in the curriculum;
- b) Improving the physical environment of the school; and
- c) Improving the availability of accessible information to disabled pupils

In line with the reasonable adjustments duty, the school will take reasonable steps to ensure disabled pupils are not put at a disadvantage compared to other pupils. This covers all aspects of school life, including extra-curricular activities, educational visits and school trips.

In deciding whether an adjustment is reasonable, the school will consider:

- Available resources
- The practicalities of making a particular adjustment
- The effect on other pupils
- Health and safety requirements

Responsibilities

The Senior Leadership Team assumes responsibility for compliance with the Equality Act and will seek advice and input from the SENDCo, Health and Safety Officer, Medical Officer, Site Manager, the Alpha Plus Group Head Office team and others with expert knowledge of disability.

Responsibilities include:

- Reviewing the school's policies, procedures and facilities to maximise accessibility for disabled pupils
- Making recommendations to improve accessibility by means of reasonable adjustment, by planning future improvements, and by preparing and reviewing this plan
- Monitoring the implementation of this plan and reviewing it as necessary, and at least every three years
- Ensuring staff and pupils are made aware of disability, understand its effects, and accept and support disabled pupils as a part of school life

Links to other policies

In conjunction with this policy the following policies should be read:

The SEND Policy

The Health and Safety Policy

Educational Visits' Policy

Curriculum Policies

Equal Opportunities Policy

Anti-bullying Policy

	<ol style="list-style-type: none"> 2. Interaction and Communication (autism, Speech and Language difficulties) 3. Physical and Sensory (Sensory Processing Disorder) 4. Social, Emotional and Mental Health (Supporting Children's Mental Health) <ul style="list-style-type: none"> • All teachers differentiate the work so that the curriculum is accessible to all • Boys in Y5 and Y6 – who are below national expectations in English and Maths – are taught in small groups • Teaching assistants are used throughout the school to support boys who find the curriculum difficult to access • Extra time in exams is given at the start of the exam to maximise its effectiveness • We provide access to all school exams for those whose reading and writing speed is well below the national average by providing an adult as reader, prompt and scribe • School trips are planned, and reasonable adjustments made in discussion with the parents, so that all boys can take part • All boys are included in sporting activities what ever their skills • One of the boys was encouraged to wear radio aids which helped the make the curriculum more accessible to him 	<p>Long term objectives</p> <ul style="list-style-type: none"> • To continue to update training for the staff in four different categories of need (Cognition and Learning, Communication and Interaction, Physical and Sensory, Social Emotional and Mental Health). • To continue to update training in how to support EAL students 	<p>2020 - 2021</p>
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	<ul style="list-style-type: none"> • A screening test identified which boys were showing signs of colour blindness. Parents of the boys who tested positive were then encouraged to take their sons for a comprehensive assessment • We have a tracking system in place so that any boy who is not successfully accessing the curriculum is identified and monitored 		
<p>Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of what is on offer.</p>	<p>Falcons Prep Richmond is a purpose built school. It is well fitted with:</p> <ul style="list-style-type: none"> • Lifts (one at each end of the building for both staircases) • Widened doorways • Electromagnetic doors • Adapted toilets and washing facilities • Adjustable lighting / blinds • Flexible layouts in all classrooms <p>In the short life of the school many changes have already been made</p> <ul style="list-style-type: none"> • The lights have been changed to LED lights to provide more natural and less stressful light • Classrooms or lessons have been moved to ground floor classrooms to accommodate physically disabled pupils or a pupil with temporary conditions affecting mobility • Air conditioning has been installed in the music room, ICT suite and the music practice rooms 	<p>Short term objectives</p> <ul style="list-style-type: none"> • To increase the ventilation in the whole school to support all boys but particularly those with poor concentration • To ensure that both lifts are in working order <p>Medium term objectives</p> <ul style="list-style-type: none"> • To continually update the toilet facilities • To update the ventilation through the whole school • To update the changing facilities for disabled access <p>Long term objectives</p> <ul style="list-style-type: none"> • To continually update the toilet facilities • To update the ventilation through the whole school 	<p>2018 – 2019</p> <p>2019 – 2020</p> <p>2020 - 2021</p>

	<ul style="list-style-type: none"> • The SEND department has a Kindle Fire to lend out to boys to see if they would like to use immersion reading (ie synchronised audio + text that lights up) • Staff have been made aware of the boys who are colour blind and which colours they find difficult to distinguish 	<ul style="list-style-type: none"> • To increase the number of boys who learn to touch type in the touch typing clubs <p>Long term objectives</p> <ul style="list-style-type: none"> • Update the technology available in school to complement teaching • Increase the use of Firefly in school • To increase the number of boys who learn to touch type in the touch typing clubs 	<p>2020 - 2021</p>
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