



FULLHURST
COMMUNITY COLLEGE

EST 1991

Equality / Accessibility Action Plan 2022 - 2023

Schools are required under the Equality Act 2010 to have an accessibility plan.

Aims:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils with a disability

At Fullhurst Community College we treat everyone fairly and with respect. This involves providing access and opportunities for all students and staff without discrimination of any kind.

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Our school has:-

- Sloped entrances to allow easy access for wheelchairs etc.
- Clear signage.
- Doors – walls, treads on stairs have contrasting colours for visual impaired students navigate around the school more easily.
- Lift giving access to all floors.
- All (except main reception doors) are automatic opening/closing.
- Nine disabled parking bays (total across both campuses)
- Automatic lighting on entry
- External sensor lighting
- All policies are assessed to ensure compliance with the Equalities Act.
- A commitment to equality of employment

Action plan 2022 – 2023

The purpose of the plan is to:

- Ensure the curriculum is differentiated to meet the learning needs of students with SEND and that target setting is effective and appropriate for these students.
- Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEND students, including pictorial and oral formats and also to ensure that the learning environment is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school's buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
- Ensure that arrangements for the movement of students with SEND or restricted mobility are not hampered by the physical environment

of the schools with adjustments being made where appropriate.

- Have a clear measure in place to ensure the safe and respectful evacuation of students with SEND/restricted mobility from the school's buildings in the event of an emergency.
- Establish a culture of mutual trust and respect between all members of the school's community.
- Build a community that respects the celebration of achievement at all levels.

Legislation and guidance:

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

| What we will do | How we will do it | Lead officer | When |
|--|---|--------------|-----------------------------|
| Demonstrate how the school meets its duty to promote equality across all areas | On-going monitoring in line with SEND Review of Accessibility policy Raise awareness of the Equality Policy Review of Equality / Accessibility Plan Assemblies for all students Meet our obligations to disabled students/staff and visitors. Ensure the school website meets standards of accessibility | | Ongoing |
| Increase access to the curriculum for pupils with a disability | Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Support strategies for students with disabilities circulated to staff Robust system for ensuring appropriate access arrangements are in place for GCSE/GCE exams Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. SEND monitoring and reviewing takes place on a termly basis. Targets are set effectively and are appropriate for pupils with additional needs as evidenced by SEND Monitoring and Reviewing process by Form Tutors, SEND Team, communication with parents. The curriculum is reviewed to ensure it meets the needs of all pupils. Consideration to be given to allowing specially trained therapy dogs | SENDCo | Ongoing with termly reviews |

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| | in school. | | |
| <p>Offer any necessary reasonable adjustments for staff / students / and parents/carers.</p> <p>To ensure that visually impaired parents and visitors have access to adapted safeguarding information about the school.</p> <p>To enable parents and visitors with hearing difficulties to access events.</p> | <p>To ensure that provision plans exist for all students who have medical and physical conditions which potentially could impact on their learning</p> <p>Visually impaired students receive work in enlarged print. Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>Wheel chair / physically impaired staff / students & visitors have access to the lift</p> | | |
| <p>Personal Emergency Evacuation Plan (PEEPS) are written for all staff / students with temporary or permanent disability</p> | <p>Meet with the individual / parents to discuss the plan and measures to assist where necessary</p> | | |
| <p>Continue to follow an equal opportunities principal for all job applications</p> | <p>Use the LA job descriptions which includes equal opportunities statement</p> <p>All job applications are shortlisted on merit</p> | | |