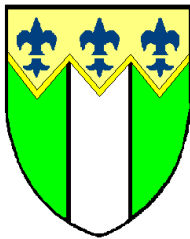


# Friern Barnet School

## Accessibility Plan



<b>Last Reviewed:</b>	October 2023	<b>Next Review:</b>	October 2026
<b>Approved by:</b>	Governing body	<b>Date:</b>	October 2023

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Respect, responsibility and relationships underpin the ethos of Friern Barnet School. There is a commitment to the education and growth of the whole person; morally, intellectually, socially, physically and spiritually.

Friern Barnet School is recognised as being an inclusive school, which maximises the potential of each of its students by supporting and addressing their varying individual needs. We believe that every person is a unique individual. We are, therefore, committed to treat every person with respect and due regard. We aim to promote a culture of inclusion and diversity in which everyone can participate in school life.

Our Mission Statement 'Enjoy and Excel', ensures that we are committed to enabling every opportunity for students to develop their talents to the full by providing equality of education and opportunity for students with Special Educational Needs and Disabilities (SEND).

Our school is committed to a fair and equal treatment of all individuals, able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is 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.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Success Criteria
<p><b>Increase access to the curriculum for students with a disability</b></p>	<p>Friern Barnet School offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.</p> <p>Ensure all staff have the relevant training to support the specific needs of some of our most vulnerable students.</p> <p>Ensure that SEND students who cannot access the mainstream curriculum are provided with suitable alternative pathways which include appropriate stretch and challenge.</p>	<p>Regular training organized by the SENCo including external providers where appropriate.</p> <p>Up to date information sharing on EHCP students in the form of a weekly bulletin. Individual support plans which are reviewed 3 times per year. Resources bought to help teachers differentiate such as TWINKL.</p> <p>We have identified a number of students at key stage 4 who cannot access GCSEs due to low cognitive ability. Therefore, they are studying qualifications including core subjects at entry level qualification.</p> <p>We have further identified students at key stage 3 who cannot access the mainstream curriculum and we have devised an alternative curriculum for those students. The students are taught at the</p>	<p>Students making expected or better progress. Learning walks to monitor this is embedded in lessons.</p> <p>Staff are confident at using suggested strategies, students benefit from an adapted delivery of the curriculum appropriate to needs.</p>

Aim	Current good practice	Objectives	Actions to be taken	Success Criteria
			<p>appropriate level with the main focus on closing the gaps in English, maths and science whilst maintaining a balanced and inclusive curriculum.</p> <p>Appropriate interventions offered in line with EHCPs such as occupational therapy.</p> <p>Plan and deliver training opportunities, with outside agencies when the need arises.</p>	
		<p>Ensure that we have succession planning in place for every specialist role within the Learning Support Department so that we will always have the expertise required within the team despite changes to staff.</p> <p>Ensure appropriate provisions are in place and updated as required.</p>	<p>Performance management and Continuing Professional Learning needs identified and appropriate training made available to the relevant staff</p> <p>Ongoing audits of current interventions and their success / impact</p>	<p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met</p> <p>Appropriate provision in place for needs</p> <p>Impact is high and reflects on classroom practice and performance</p> <p>Increase in students' confidence</p>

Aim	Current good practice	Objectives	Actions to be taken	Success Criteria
		<p>School trips and visits are accessible to all students.</p> <p>Review PE curriculum to ensure PE continues to be accessible to all</p>	<p>Trip leaders to ensure venues and means of transport are vetted for suitability. Follow advice by the school nurse and other professionals from the LA and/or medical professionals</p> <p>Liaise with HOF for PE to ensure all students can access the curriculum and any reasonable adjustments have been made</p>	<p>A range of school trips are organised each year taking into account the needs of our SEND students.</p> <p>All students have access to PE and are able to excel</p>
<p><b>Improve and maintain access to the physical environment</b></p>	<p>The School has disabled access to many of its facilities and ensures that such access is maintained.</p> <p>The environment is adapted to required needs, this includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Disabled parking bay</li> <li>• Accessibility toilets</li> </ul> <p>The school will continue to take account of the needs of its students, staff and visitors with</p>	<p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p>	<p>Investigate costs of:</p> <ul style="list-style-type: none"> <li>• New automated Reception doors</li> <li>• Lift for disabled access to M3 corridor</li> </ul>	<p>All stakeholders feel confident their needs are met.</p>

Aim	Current good practice	Objectives	Actions to be taken	Success Criteria
	physical difficulties and other impairments when planning and undertaking future improvements.			
<b>Improve the delivery of information to students with a disability</b>	<p>We use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal and external signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Working with outside agencies</li> </ul>	To ensure that all members of the school community can access information.	Written information will be provided in alternative formats as necessary.	All members of the school community are able to access information and are fully informed



#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

## Appendix 1: Accessibility audit of the school's physical environment

Feature	Description	Actions to be taken
Number of storeys	3 storeys in main building / 2 storeys in Usher building	Investigate feasibility of installing lifts to give access to top floor of main building and technology side of Usher building.
Lifts	Annual maintenance of lifts is undertaken by PIP Lifts	Ensure annual maintenance is carried out.
Parking bays	Dedicated disabled parking bay in car park	Continue to monitor condition and arrange maintenance as necessary.
Entrances	Entrance doors to Reception are very heavy and difficult to open	Receive quotes for installing automated doors and apply for DDA funding.
Ramps	Ramp access is available to all parts of the building as required	Continue to monitor condition and arrange maintenance as required.
Internal signage	Emergency signage and escape routes are clearly marked.	Continue to monitor condition and arrange new signage as necessary.
Emergency escape routes	Personal Emergency Evacuation Plans (PEEP)	To be written for individual students with physical disabilities as required.