

# Frank Barnes School for Deaf Children

## Accessibility Plan

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**Frank Barnes**  
School for Deaf Children

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

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

Our approach to equality is based on the following 7 key principles:

1. **All learners are of equal value.** Regardless of disability, ethnicity, culture, national origin or national status, gender and gender identity, religious or non-religious affiliation or faith background and their sexual orientation.
2. **We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
7. **We work to raise standards for all pupils,** and take reasonable adjustments to ensure their needs are met. We aim to improve the quality of education for all groups of pupils and raise standards across the whole school.

The 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. Camden Local Authority are also committed to ensuring equality, diversity and inclusion in all Camden Schools.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **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 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 an auxiliary aid or adjustments to premises.

### 3. Action Plan and Equality Objectives

| Aim                                                                        | Current good practice<br><br><i>Include established practice and practice under development</i>                                                                                                                                                                                                                                                                                                                                                                                                                      | Objectives<br><br><i>State short, medium and long-term objectives</i>                                                                                                       | Actions to be taken                                                                                                                                                        | Person responsible         | Date to complete actions by | Success criteria |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------|------------------|
| Ensure access to the curriculum for pupils with all needs and disabilities | <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with a range of needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>Ensure that pupils that take leave for medical reasons are given opportunities to catch up.</p> <p>Ensure lessons, assemblies, whole school activities are inclusive</p> | <p>Teachers give time to children to catch up or are given work to ensure they are up to speed.</p> <p>Lesson observation take into account diversity and inclusivity.</p> | <p>Teachers</p> <p>SMT</p> | As and when required        | Aim achieved     |

|                                                                                                        |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                               |                                                                                                                                                                                                       |                                            |                                                                         |                |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------------------------------------|----------------|
| Improve and maintain access to the physical environment                                                | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>                                         | <p>Ensure staff/visitors are given access to disabled parking if required.</p> <p>Ensure at least one lift is always working.</p> <p>Termly fire/evacuation drills and assessment reports</p> | Bus Team to let KX estate know if disabled parking is required outside school.                                                                                                                        | Facilities Manager                         | As and when required                                                    | Aims achieved. |
| Improve the delivery of information to pupils and parents with a range of needs/disabilities/languages | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Clear Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops/sound fields</li> <li>• Pictorial or symbolic representations, e.g. sign graphics</li> </ul> | <p>Ensure information is equally accessible to parents/staff or pupils in both KCA and FBS.</p> <p>Ensure policies are accessible in both English and BSL.</p>                                | <p>Recruitment of staff with high level BSL and English skills.</p> <p>Ongoing training in bilingual practice and SEN training.</p> <p>Offer information in other languages to parents if needed.</p> | <p>SMT</p> <p>SMT</p> <p>Business Team</p> | <p>As and when required</p> <p>Annually</p> <p>As and when required</p> | Aims achieved. |

#### 4. Monitoring arrangements

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

It will be approved by Curriculum Committee and ratified by the Full Governing Body.

#### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- FBS Equality Diversity and Inclusion Policy
- FBS SEND information report/policy
- FBS Supporting Pupils with medical conditions policy
- FBS Health and Safety Policy
- FBS Code of Conduct
- FBS Disciplinary Policy and Procedure
- FBS Grievance Policy and Procedure
- FBS Pay Policy
- FBS Whistleblowing Policy
- FBS Data Protection (GDPR) policy

#### 6. Document Control

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|---------------|----------|
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