Chart

Description automatically generated with medium confidence

**The Forge Short Stay School**

**Accessibility Policy**

**And Plan**

Author: Daniel Smith

Date: January 2025

Date Reviewed: January 2025

Next Review Date: January 2026

*This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. The Forge School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

* Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
* Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
* Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

In terms of physical accessibility, a disabled person is likely to have difficulties in one or more of the following:

• Mobility

• Physical co-ordination

• Manual Dexterity

• Continence

• Ability to lift, carry, move everyday objects

• Speech

• Hearing

• Eyesight

• Memory

• Ability to learn, or understand

• Perception or risk of physical danger

• Certain health conditions, e.g. cancer, muscular dystrophy, degenerative

conditions, diagnosed eating disorder, disfigurement.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors’ committees will contain an item on “having regard to matters relating to Access”.

7. The School Website will make reference to this Accessibility Plan.

8. The School’s complaints procedure covers the Accessibility Plan.

9. Information about our Accessibility Plan will be published in the Governors’ Annual Report to Parents (statutory).

10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

**The Forge School Accessibility Plan 2025-2026**

**Improving the Physical Access at The Forge School**

An Access Audit was carried out by SLT in January and recommendations made:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Access Report Ref. | **Item** | **Activity** | **Timescale** | **Cost**  £ |
| 1. | Disabled access to the upper floor of the building not currently possible – no lift |  |  |  |
| 2. | If disabled access was possible there is no fire refuge area for a disabled person to evacuate to in the event of a fire or other evacuation emergency |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |

|  |
| --- |
|  |
|  |

**The Forge School Accessibility Plan 2025-2026**

**Improving the Curriculum Access at The Forge School**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School Target** | **Objective** | **Actions** | **Responsibility** | **Time-frame** | **Achievement** |
| Increase access to the curriculum for pupils with a disability. | Provide specific advice for staff shared through SEND Profile and IEPs.  Provide regular assessment  windows which provide opportunities to review attainment  and progress, with  time set aside to  adapt teaching and  intervention plans  Regularly review  individual needs of pupils to determine  appropriate strategies to  implement.  To ensure all  teachers have  high expectations of  all pupils through the setting of appropriate work.  Teaching resources to be tailored to the needs of pupils who require support to access the curriculum.  Curriculum progress  To be tracked for all  pupils / pupils,  including those with  a disability.  The curriculum to be reviewed to ensure  it meets the needs  of all pupils.  To gather information about incoming pupils and  ensure we can put plans in place to meet their needs. | Expert advice  sought and utilised  in the form of whole school and individual staff training from CCN Team, SALT, Autism Team, and the EP Service    Expert advice  sought and utilised  in the form of reports from, CCN Team, SALT, Autism Team, and the EP Service. In addition to this, if appropriate, we would also seek the support of and reports from other specialists in health such as physiotherapists  Work with other  schools and  professionals to  identify needs.  Work with schools  and professionals to create robust and  personalised  transition plans. | HT, SENDCO, Asst Head Teacher and Asst SENDCO | Ongoing | Increase in  access to the  curriculum.  Teachers  equipped to fully  meet the needs  of children with  SEND.  Improvement in  progress and  attainment indicators.  Teaching  resources and  approaches  meet pupils’  needs. |
| Improve and  maintain  access to the  physical  environment. | If necessary and appropriate, specialist advice will be sought and  implemented from  Qualified Teachers  of Visual / Hearing  Impairments –  adaptations will be made to facilities where needed.  If necessary and appropriate, specialist advice implemented for individual pupils  from the Physical  Impairment Team. | To explore all  sources of  capital funding  in order to  improve access  to the physical  environment of the school in order to overcome the limitations on access to the upper part of the school. | HT | On-going | The school will continue to  make the best of  resources to  improve facilities  and access to the physical environment for people with  disabilities. |
| Improve the delivery of information to pupils / pupils with a disability. | Ensure that the school continues to use a range of  communication  methods to ensure  information is  Accessible, including:  • Internal signage.  • Large print resources.  • Pictorial or  symbolic representations.  • The use of educational overlays if required.  To develop alternative  communication  methods to ensure access for all pupils.  Ensure that the school is able and willing to invest in specific specialist equipment, such as, Braille resources or induction loops if required. | Continue to explore the use of the following in  communication  around the site:  • Pictorial or symbolic  representations.  • Braille  • Induction loops | HT & SENDCO | On-going | All pupils can  access  information in its  most appropriate  form. |
|  |  |  |  |  |  |