



# Forest Gate Community School

Fly, Grow, Connect, Strive

## **Forest Gate Community School Accessibility Plan**

### **Introduction**

Forest Gate Community School is a learning community where our students have high aspirations for themselves and each other. We want our students to grow into well-informed, well-balanced and confident citizens. We aim to provide a disciplined, safe environment where children learn effectively and respect each other.

In particular the Governing Body recognises its responsibility under the Disability Discrimination Act 1995 (DDA) which prevents discrimination against disabled people in their access to education. This also includes the Equality Act 2010 which combined discrimination and equality law for race, sex, disability, religion and belief, sexual orientation and age to one single act.

The Governing Body recognises its duty under the DDA (as amended by the SEN, Disability and Equality Acts):

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled students less favourably;
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- to publish this Accessibility Plan.

### **The Accessibility Plan**

The plan aims to improve access to all aspects of education within the school and is organised in a way that helps to remove any existing barriers to student learning. It also aims to widen the opportunities for including more students within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has three inter-linked elements:

Improvements in access to the curriculum by:

- Providing for all students a curriculum which is appropriate to their needs.
- Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit fully from it.

Physical improvements to increase access to education and associated services by:

- Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other impairments.
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students.

Improvements in the provision of information in a range of formats for disabled students by:

- Providing for students and their parents/carers, information about the school and its curriculum in a format that takes account of any disabilities.

### Improving access to the curriculum

Actions	Person (s) Responsible	Success Criteria	Completion Dates
Inset on preparing lessons that accurately assess student progress for all abilities using AFL techniques to maximise the learning experience for all.	SMT/Leadership	Staff trained in AFL techniques with evidence of use and improvement.	Whole Staff Meeting – 26 <sup>th</sup> of September
Inset for TAs & HLTAs in the teaching and assisting of disabled students.	SENCO / Inclusion Manager	Staff trained / enhanced experience for disabled students	Twilight 2 - 18 <sup>th</sup> of October  Twilight 7 – 18 <sup>th</sup> of April
Differentiation of the curriculum to be adequately inclusive of students with all disabilities.	HOFs and HODs	Enhanced experience for this student group.	Department meeting – 10 <sup>th</sup> of October  Department meeting – 13 <sup>th</sup> of March
Ensure appropriate engagement with VI Unit.	DHT and VI manager	More appropriate materials and support available in class.	1:1 Staff interviews 11 <sup>th</sup> of September – 22 <sup>nd</sup> of September  1:1 staff interviews 26 <sup>th</sup> of February – 9 <sup>th</sup> of March
Ensure appropriate deployment of support staff	Inclusion Manager / HOF	Positive feedback from teachers/learning walk observation.	Revised 6 <sup>th</sup> of November

### Physical improvements to the environment

Actions	Person (s) Responsible	Success Criteria/Impact on Achievement	Completion Dates
Access audit to be conducted	SBM	Physical improvements action plan developed	Review 5 <sup>th</sup> of December

### Improving provision of information

Actions	Person (s) Responsible	Success Criteria/Impact on Achievement	Completion Dates
Development of on-line and electronic communication with parents.	SBM	Improved take up of SMS	Review 5 <sup>th</sup> of December
Consult with parents when necessary to provide information in the appropriate format.	SENCO	Parent feedback implemented	After all annual reviews  Review 6 <sup>th</sup> of January
Inset on information technology and practices to assist those with dyslexia.	SENCO	Staff better equipped to support those with dyslexia	Twilight 3 – 15 <sup>th</sup> of November
Consult with web designer on access improvements to the school website.	SBM	Site meets DDA standards	Review 5 <sup>th</sup> of December

Review date: June '17  
 Person responsible: Patrick Collins  
 Next review: June '20