



ACCESSIBILITY PLAN

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At TFS, our mission is to create scholars. Our scholars will obtain the education and social skills they need to be successful at university, in professional employment and in their home lives. We are a grammar school for everyone, with the highest expectations for achievement and conduct. Working as a team, we aim to create a calm and purposeful environment for our community in which all are welcome and able to learn. We also aim to deliver exceptional teaching and learning in order to ensure that all scholars, regardless of their starting point, have access to a Powerful Education and Success Without Selection.

This policy complies with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010.

The Board is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

According to the Equality Act 2010 a person has a disability if:

- a) He/she has a physical or mental impairment
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

Objectives of the Accessibility Plan

Improve Access to the Curriculum for scholars

The curriculum will be adapted as necessary to ensure that all scholars are equally educated and prepared for life. This includes the broader curriculum including schools visits and after-school clubs.

Improve Access to Pastoral Support

Pastoral support systems will be tailored as necessary to ensure that all scholars have equal access to internal and external provision.

Improve Access to the Site

The school environment and resources will be adapted if possible to ensure equality of access for all.

Improve communication and written information

School information will be made available in preferred formats so that every member of the community has an equal opportunity to participate and flourish. We will ensure letters that are sent home are as clear and concise as possible. If a parent is not able to read or reads English as a second language then a reader will be identified. In most cases this will be a designated relative from the family, a member of the local community or a school based professional. Parents are actively encouraged to seek assistance from the school to ensure a school/home relationship can flourish.

Improving Curriculum Access

This section of the Access Plan is monitored by the Assistant Principal – Achievement. Scholar progress will be monitored regularly in every subject, with the achievement of key groups (e.g. Pupil Premium, SEND) rigorously tracked through our data management systems.

Target	Strategy	Resources	Responsibility	Timeframe	Impact
Teachers highly competent in differentiating the delivery of the curriculum.	Audit of staff training requirements and CPD programme implemented to continually strengthen practice.	Staff meeting time	Principal	Ongoing	All teaching and support staff are able to more fully meet the requirements of the scholars with disabilities. Every scholar Flourishing
Read Write Inc. Fresh Start programme for all scholars reading below their chronological age	Baseline tests of reading ability will identify which scholars require the programme to be implemented. Delivery of programme and re-assessment.	Training for SENDCo and other teachers. Read Write Inc. Fresh Start package.	SENDCo	Ongoing	All scholars reading at or above their chronological age as soon as possible to enable them to access the full curriculum.

Intervention/ Pre Teaching activities delivered by Qualified Teachers, Teaching Assistants and Teachers	Use of KS2 and other baseline assessment data to identify which scholars require intervention. Tailored strategies to be implemented.	Training for relevant staff as necessary. Time - Morning Support, Extended Day support etc.	SENDCo Assistant Principal - Achievement	Ongoing	All scholars able to catch up rapidly in key curriculum areas of English and Mathematics. Closing of attainment gaps.
Training for awareness of raising of disability issues	Training for staff and parents in disability matters and legislation	C&CC meetings. Staff meetings and INSET staff training days. SENDCo to attend external training as required and to keep up with wider disability developments.	SENDCo Assistant Principal - Academia	Ongoing	All members of the school community are able and committed to contributing to a fully accessible school.
Scholar needs audited	Specific needs of scholars identified. Scholars to be provided with alternative resources as appropriate.	Teaching time and staff meeting time. Meetings with parents and multi-agency professionals as needed.	SENDCo	Ongoing	All school activities accessible to scholars with specific disabilities.
Out of school activities including after school clubs, planned to ensure where needed, the participation of all scholars.	Out of school provision reviewed to ensure compliance with legislation.	Time to carry out full risk assessments and accessibility arrangements for all out of school activities	SENDCo Assistant Principal - Academia	Ongoing	Out of school activities conducted in inclusive and accessible settings that comply with legislative requirements.

Classrooms and indoor space organised to promote optimal participation and independence for all	Ensure that all resources are adapted so that they are accessible to all scholars	Teacher preparation time	SENDCo/ Teachers	Ongoing	Scholars pro-actively positioned and equipped to access all learning activities optimally
All scholars to be able to participate in Physical Education (PE) activities	All PE activities to be inclusive	Teacher preparation time	SENDCO PE Teachers	Ongoing	All scholars have access to PE
Individual support plans to be created for any scholars returning to school following exclusion, medical absence or who are on part-time timetables	Tailored support packages to be created in agreement with scholars and parents/carers	Time	Assistant Principal - Aspiration	Ongoing	Effective transition for scholars returning to school following a long absence

Improving Access to Pastoral Support

We are committed to ensuring that all scholars have access to excellent pastoral support, both internally, through our TFS staff, but also through timely and effective support from outside agencies as necessary.

Target	Strategy	Resources	Responsibility	Timeframe	Impact
Ensure that all scholars and parents/carers understand how to access Pastoral Support systems	Information on how to access support clear in Family handbook, on website etc	Senior Pastoral Leader School Counsellor Outside Agency support	Assistant Principal - Academia		All scholars and parents/carers feel confident in accessing appropriate support
Clear assessment and referral systems in place for scholars requiring pastoral support	Clear referral systems in place. All staff to be trained in how to follow these procedures. Key staff trained in delivering therapies, packages etc. Use of transition information to highlight any concerns from KS2	Staff training time. Specific training for key members of pastoral team	Assistant Principal - Aspiration		Rapid identification of scholars requiring additional support or intervention. Clear referral and triage systems in place. Scholars receiving the support they require and making progress.
Attendance to be above 97% with less than 10% persistent absentees	Daily monitoring and tracking of attendance. Implementation of TFS Attendance Policy	Time Senior Pastoral Leader	Assistant Principal - Aspiration	Ongoing	Attendance above 97%. Persistent absenteeism below 10% Rapid improvement

Improving Communication & the Delivery of Written Information

We are committed to ensuring that our whole school community is able to feel part of the Turner Family and that they are able to access all relevant information.

Target	Strategy	Resources	Responsibility	Timeframe	Impact
Communications and documentation, including the school website, available in alternative formats on request	School website to be checked for DDI compatibility	School website to be DDI compatible. Paper copies of all information available on demand.	Assistant Principal - Academia	Ongoing	All members of the community can access information and contribute fully to the life of the school
Visually impaired scholars and parents have full access to school communications			SENDCo	Ongoing	Scholars and parents with visual disabilities able to participate fully in the life of the school
Raise the awareness of adults working at and for the school on the importance of accessible communications systems	Training courses arranged	Costs of training providers and resources. Time and cover costs for in school staff	Principal	Ongoing	Excellent accessible communications systems
Ensure that scholars and their parents/carers with EAL are able to access all relevant information	Liaise with local community to access translators as necessary e.g. through interactions with the Gurkha regiment	Cost of translation services (as necessary)	Assistant Principal - Aspiration SENDCo	Ongoing	All members of the community can access relevant information and documentation

Improving Physical Access

Please note that as our site is still being developed, we will update our plans to improve physical access once work has been completed. We are using contemporary modular buildings, and a main building, which was built in 2005 to the latest DDA specification and with disabled access as a priority.

Target	Strategy	Resources	Responsibility	Timeframe	Impact

Appendix A - Accessible Information

Type Size

The size of type is fundamental to legibility. Try to use between 12 and 14 point on printed material and 24 point on PowerPoints. The larger the type the more people you will reach.

Contrast

The better the contrast between the background and the text, the more legible the text will be. Black text on white paper generally provides the best contrast for people with visual impairments, although pastel coloured paper or coloured overlays are often recommended for people with dyslexia. On screen (e.g. webpages, PowerPoints etc) **white text on a dark background** is best. Different people will have their own preferences so it is important when producing something for a specific individual to ask what they find best. When writing on a whiteboard/smart screen or flipchart it is best to avoid green and red pens as these are the hardest to read if someone is colour blind or has a visual impairment.

Typeface

Avoid highly stylised typefaces, such as those with ornamental or decorative features.

Type style

Avoid blocks of CAPITAL LETTERS or italics. Both are problematic not only for those with sight difficulties but also those with emerging literacy skills.

Spacing

For someone with a visual impairment you may need to switch to double spacing. In addition, always start and finish a sentence on the same page and do not break up words with a hyphen at the end of a line.

Alignment

Always align text to the left margin; this makes it easier for people to find the start of a line. People using magnification devices may only be able to see two letters at a time, so the more consistent the layout the better. Justified and centred text with uneven word spacing, as well as writing in newspaper style columns can be difficult for a number of readers. It's still ok to centre headings to help mark out the text.

Forms

Allow extra space for forms. This benefits a number of different people, e.g. partially sighted people tend to have larger handwriting.

Printing

Avoid glossy paper or glossy laminates as glare makes it difficult to read. Always number pages. Consider using A3 where possible.

Language

Use clear and simple language, avoiding jargon and acronyms.

Key Information

Use bullet points or text boxes to make key points clear. Put key facts at the beginning, e.g. what, where, when, why. Use numbers and not the word for a number, e.g. "3" not "three".

Alternative formats

Important information may need to be transferred to an audio recording, but keep messages short. If emailing, remember formatting may be lost, making reading more difficult. It may be preferable to send a brief email with an attachment containing the bulk of the information.

Use of visual images

Where possible use images, photos or drawings to support text.