Fairhaven ACADEMY

Academy Policy

Accessibility Plan

Approval:	Sean Kelly	Date: December 2022
LGB Cluster ratification		Date:
Last reviewed on:	December 2022	
Next review due by:	December 2025	

Raleigh EDUCATION TRUST

Empowering through education

Empowering through education

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1. Vision and values

1.1 Through partnerships with offsite education providers and local communities, Fairhaven Academy will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners. We will ensure that all our learners including those with a disability, aspire to the highest of standards, are economically aware and make a positive contribution to the wider world. In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively, the staff, trust and governance aim to work with the wider school community,

a. Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
b. Set high standards and targets for all pupils including those with a disability.
c. Provide a safe and secure learning environment for all pupils.
d. Develop pupil collaboration and independent learning opportunities.
e. Make sure that all pupils are happy and fulfilled having a positive self-esteem.
f. Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
g. Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
h. To positively encourage awareness and acceptance of disability both in and out of the classroom.
i. Not to treat disabled pupils differently for a reason related to their disability;
j. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
k. To plan to increase access to education for disabled pupils

1.2 Definition of disability:

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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.

Academies 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.

This policy complies with our funding agreement and articles of association.

2. Purpose of the plan:

2.1 To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the academy community for pupils, prospective pupils and adult users with a disability. This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the environment of Fairhaven Academy and where required, offsite education providers to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information which is readily accessible to pupils who are not disabled.

3. Monitoring arrangements:

3.1This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCO and the Principal. This document will be shared with all offsite education providers. Fairhaven Academy will monitor the action plan as part of the quality assurance process. It will be approved by governance.

3.2 Links with other policies. This accessibility plan is linked to the following policies and documents:

a. Special educational needs and learning policy
b. Special educational needs (SEND) information report
c. Supporting pupils with medical conditions policy
d. Health and Safety Policy
e. Equality Policy

4. Action Plan

4.1 Increasing the extent to which disabled pupils can participate in the curriculum

4.1.1 Increasing access for disabled pupils to the curriculum and improving teaching and learning lies at the heart of Fairhaven Academy's work. Through self-review and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of Fairhaven Academy that all children are enabled to participate fully in the bespoke timetable they are provided with. Consequently, all children can attend age-relevant clubs, leisure and cultural activities and educational visits.

Target	Current Practice	Actions to be taken	Time scale	Responsibility
Increase the confidence of all staff in supporting a range of needs across the curriculum. To ensure effective deployment and management of resources to meet the	- Fairhaven Academy provides personalised CPD for teachers which include how to support children with a range SEND, ensuring their needs are met (E.g. Autism, dyslexia, planning for differentiated/scaffolded curriculum) - The Fairhaven SENDCO, Assistant SENDCO and the SEND named member of staff at each provider provide support and	-Additional CPD sessions mapped out across the year to be delivered by the external providers including the Educational Psychologist and the SENCO	Ongoing Plan in place for 2022/23	SENDCO Trust AP Lead

needs of pupils with SEND.	coaching for planning and delivering lessons to children with SEND. -			
To ensure the progress of SEND pupils is evidenced in a variety of ways	- Regular assessments in place to monitor the progress children are making and use to identify appropriate intervention support. -The offsite education providers track/monitor progress termly and this is shared with Fairhaven Academy. -Fairhaven Academy conduct learning enquiry walks across the curriculum and this includes moderation of personal development opportunities -Work scrutiny	QA cycle senior leaders	July 2022 Data collection QA at each entry point	SENDCO Trust AP Lead
Ensure classroom support staff have specific training on disability issues.	Support Staff access appropriate CPD for example, autism and HI courses as appropriate. There are opportunities to work with outside agencies on how best to support children in their care.	SENDCO to update staff when required	Ongoing	SENDCO
All educational visits to be accessible to all.	-Trips are accessible to all children and all staff will be competent in supporting children with additional needs and disabilities. The activities/trips are built into the curriculum. The providers will liaise with the Fairhaven SENDCO to discuss adaptations that may be required depending on the pupils needs. -Guidance is shared with staff on making trips accessible. Care plans are shared with staff for individual children. -New venues are vetted for appropriateness and risk assessed -Risk assessments take into consideration medical needs and disabilities and appropriate provision is put into place		Ongoing	SENDCo. All staff involved in planning trips and supporting children on them.
To ensure PE is accessible to all and extra-curricular activities.	Our curriculum and personal development programmes are fully inclusion so that all can participate in sporting activities. Staff are aware of children's limitations and care plans to ensure reasonable adjustments can be made.		Ongoing	All staff SENDCO

4.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

4.2.1 The pupils at Fairhaven Academy access a range of offsite education providers. Fairhaven Academy will assess the physical environment of the provider to ensure that disabled pupils can fully take advantage of the full education provision. Fairhaven Academy will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Target	Strategy	Actions to be taken	Timescale	Responsibility
Ensure all disabled pupils can be safely evacuated.	-Each provider ensures that all staff are clear on evacuation procedures for pupils. This is checked by Fairhaven Academy during the safeguarding audit. -The SENDCO will quality assure the Personal Emergency Evacuation Plan (PEEP) for all pupils with physical difficulties (SENCO and shared with staff). - Key staff receive updated training on how to evacuate all persons, including disabled people safely and a plan to be updated. - Fire drills to ensure speedy evacuations and identify any issues	Quality assurance of PEEPs for all pupils with a physical disability	Ongoing Termly	Offsite education Provider (Site Manager/Headteacher) Trust AP Lead Fairhaven Academy SENDCO
To ensure the accessibility of all disabled persons.	Fairhaven Academy will risk assess the provider in advance of the placement to ensure full accessibility for disabled pupils. -All corridors, entrances are kept clear of obstructions. - Learning environments to be clear and tidy to support all pupils with disabilities including sensory needs including displays -Providers will adapt the environment to meet the needs of pupils as required, for example • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Risk assess/audit the provider prior to admission to ensure adaptations and plans are made for the pupils	Ongoing	All staff/SENDCO/SEND named member of staff at each provider
To identify any further maintenance on site which may impact on persons with a disability	-Provider to complete a detailed audit of the building and a maintenance plan to be written with clear details of future updates.		Termly	Provider / Trust AP Lead

4.3 Improving the delivery of information which is readily accessible to pupils who are not disabled

Target	Current Practice	Actions to be taken	Timescale	Responsibility
Review information to parents/carers and children to ensure it is accessible	- Each provider will review how information is shared to parents/carers to ensure it is fully accessible. We provide information and letters in clear print and different formats where necessary e.g. different languages, enlarged font or braille. Fairhaven Academy will support and help parents to access information and complete academy forms. - A variety of methods are used to communicate with parents/carers such as social media platforms and email. Class DoJos and Arbor is used to communicate more effectively via texts		Ongoing	Teachers Support staff SENCO Admin staff
For information to be accessible for children with SEND needs	-Resources adapted for children with varying SEND needs (E.g. large font for children with VI and coloured overlays for children with dyslexia) - Information to be differentiated and scaffolding provided for children with learning needs or speech and language difficulties	-QA via learning enquiry walks, work scrutiny and pupil voice -CPD sessions for staff	CPD Dec 22 ongoing	All staff