



FARNBOROUGH
SPENCER ACADEMY

Accessibility Plan

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1. Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. It draws on the guidance set out in 'Accessible School: Planning to increase access to schools for disabled students', issued by the DFS in July 2002 and the Equality Act of 2010. This has been further developed through the Children and Families Act 2014.

2. Definition

The Disability Discrimination Act DDA (1995) defines disability:

“A person has a disability 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 carry out normal day to day activities.”

'Long term' is defined as 'a year or more' and substantial is defined as 'more than minor or trivial'. It includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and full participation in the school community for students, and prospective students, with disability.

3. Principles

Compliance with the DDA is consistent with the schools aims and Diversity and Equality Scheme, and the application of Farnborough Spencer Academy's Special Educational Needs and Disability (SEND) Policy. Farnborough Spencer Academy recognises its duty to:

- Not discriminate against students with a disability in admissions and exclusions and provision of education;
- Not treat disabled students less favourably for a reason related to their disability;
- Make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- Plan to increase access to education for disabled students;
- Publish an Accessibility Plan;
- Recognise and value parents/carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respect their rights to confidentiality;
- Provide all students with broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their learning styles;
- Set suitable learning challenges;
- Respond to students diverse learning needs; and
- Overcome potential barriers to learning and assessment for individuals and groups of students.

4. Activities and Reasonable Adjustments

Farnborough Spencer Academy is committed to making the environment as accessible as possible for students, staff and visitors. The full site is accessible to all.

Education and related activities – In relation to accessing the curriculum, Farnborough Spencer Academy will continue to seek and follow the advice of Local Authority and outside agencies, such as specialist teacher advisors, SEND consultants and appropriate health professionals. The Academy will use, where possible, the available resources (human and physical) to help during assessments or exams, use of aids and equipment, including assistive technology, and re-rooming lessons to the ground floor.

Physical environment – the Academy is a new building and reasonable adjustment has been incorporated into the design; these include a lift, wider staircases and corridors to allow for easier access.

Provision of information – the Academy will provide information to students, staff, parents/carers and visitors in alternative formats when required or requested.

5. Assessments and Examinations

The academy assesses students' individual needs in respect of access to assessment materials, aiding as appropriate. This may include scribes, readers, adjusted materials or additional resources such as laptops or specialist pens.

6. Evacuation

The Academy has procedures for the safe and efficient evacuation of the academy buildings. These procedures will be adapted to meet the specific needs of an individual. Personal emergency evacuation plans (PEEPS) are in place where needed (NB lifts cannot be used).

7. Recruitment

Staff recruitment is fully inclusive with the aim to appoint the best person based on skill set, experience and qualifications, regardless of any disability he/she might have. The academy has an Equal opportunities policy which underpins the recruitment process, as well as guiding staff in day-to-day management.

8. Monitoring, Evaluation and Review

The academy will

- carry out annual audits, risk assessments and reviews as appropriate
- set targets for improvement
- consult with staff, parents and carers and students
- implement actions and evaluate the impact on accessibility

The Governing Body will review this Policy at least every three years and assess its implementation and effectiveness. The Policy will be promoted and implemented throughout the Academy.

Appendix 1 – Planning and Monitoring Outcomes

Planned outcomes	Planned action	Timescale	Actioned by	Monitored by
Physical Access				
Facilities and site meet requirements of the Disability Discrimination Act 2005 and cater for all.	Annual Local Authority accessibility audit.	Annual and on-going	Site and Safety Supervisor	Principal
Parents/carers and visitors have access to disabled parking bays when necessary.	Monitor the use of disabled parking bays and allocate parking passes where appropriate.	Annual and on-going	Site and Safety Supervisor	Principal
The first floor in the Academy is accessible to all	Lift use to be monitored and maintained Evacuation chairs to be maintained and kept at the top of main staircases.	Annual and on-going	Site and Safety Supervisor	Principal
Emergency Access				
Disabled students and adults to be able to evacuate the building safely in a fire emergency.	Personal emergency evacuation plans (PEEPS) are in place for disabled students/staff (NB lifts cannot be used)	On admission and reviewed annually in September At the point of any change in circumstance	Site and Safety Supervisor	Principal
Fire evacuation chairs to be placed at the top of all main staircases and an appropriate number of staff to be trained.	Evacuation chairs to be monitored and maintained. Monitor the amount of staff trained in the use of these. Update training as needed.	Annual and on-going	Site and Safety Supervisor	Principal

Planned outcomes	Planned action	Timescale	Actioned by	Monitored by
During unavoidable closure all students and adults to be able to leave the building safely.	No student to leave without contact being made with an appropriate adult. Students' records checked and updated.	Annual and on-going	Relevant Head of Year	Assistant Principal (Pastoral)
Curriculum Access				
All students have access to a broad, balanced and relevant curriculum.	Annual audit of curriculum via Scheme of Work scrutiny. Student Voice	Annual – Autumn Term As per Student Voice schedule	Heads of Faculty/SLT link	Vice Principal
All students have a differentiated curriculum that meets their individual needs.	SEND students who have an EHC Plan, or are on the Code of Practice have a one-page profile with targets that detail the student's needs and specific strategies – these are shared with staff at the start of the academic year and notice given if updates are needed. Lesson observations show teaching matched to individual needs. Typicality walks and book scrutiny to evidence.	As per individual annual review schedule.	Heads of Faculty SLT SENCO	Associate Assistant Principal (SENCO)
One-page profiles assist students with accessibility needs.	One-page profiles reviewed. Train teaching staff. Make all profiles accessible to all teaching and support staff,	Termly for students on the SEND register Annually as per review for students with an EHCP	Allocated Learning Support Assistants (Keyworkers)	Associate Assistant Principal (SENCO)
Curriculum celebrates diversity in terms of disabilities.	Incorporate key events into curriculum planning- e.g. Paralympics/Disability awareness week, autism awareness week	Curriculum mapping Assembly schedule	Heads of Faculty PSHE lead	Vice Principal
Access to information				

Planned outcomes	Planned action	Timescale	Actioned by	Monitored by
Continue to inform parents of relevant SEN events, training opportunities and information.	Publicise any information or dates for training on the Academy website and social media platforms.	As required	Marketing and Admin Assistant	Associate Assistant Principal (SENCO)
Farnborough Spencer Academy website is accessible for use by disabled people.	Review website. Seek user feedback.	On going	Marketing and Admin Assistant	Office Manager/Principal
Correspondence is available in preferred format.	Offer service to parents/carers via website. House Managers are aware of parents / carers access needs and appropriate support provided when needed.	On going	Marketing and Admin Assistant	Office Manager/Principal
All students, staff, governors and parents/carers are aware of the Accessibility Plan.	Raise awareness of Accessibility Plan via website, induction, staff team meetings, Governors' Meetings.	Annually September training day Updated every 3 years	Associate Assistant Principal (SENCO)	Principal