



# DISABILITY STATEMENT/ ACCESSIBILITY PLAN

Ratified by Governors/Principal:	Principal
Current ratification date:	Summer 2017
Review frequency:	Two years
Next review date:	Summer 2019
Responsibility of:	Helen Porter

## 1. INTRODUCTION

The DDA (2005) places general and specific duties on public authorities, including Academies, to promote equality of opportunity for people with disabilities. Freebrough Academy is required to have due regard in meeting the need to:

- eliminate unlawful discrimination against people with disabilities
- eliminate unlawful harassment of people with disabilities
- promote equality of opportunity of people with disabilities and
- to ensure compliance with equality legislation including the Equality Act 2010 and
- to have a regard to the guidance issued by the Equality and Human Rights Commission *“What equality law means for you as an education provider: schools”*.

## 2. RELATIONSHIP TO OTHER ACADEMY POLICIES

This accessibility plan will necessarily be a part of whole Academy planning and should therefore be read in conjunction with:

- The Academy Improvement Plan
- The Academy’s SEND Policy
- The Academy’s Inclusion Policy
- The Academy’s Behaviour Policy
- The Academy’s policy for Looked-After Children
- The Academy’s Anti Bullying Policy

And all other relevant documentation.

## 3. APPLICATION

This policy applies to all staff and students at Freebrough Academy and all others within the Academy community.

## 4. POLICY STATEMENT

The Academy will:

- Maintain and drive a positive culture towards inclusion of all people with disabilities in all the activities of the Academy and foster positive attitudes towards disability within our Academy community.
- Train staff to understand the different types of disabilities and how to act and/or assist people with disabilities. Staff will not be expected, unless medically qualified or trained, to administer medication to students.
- Educate students to understand the different types of disabilities and how to act and/or assist people with disabilities.
- Adopt user-friendly procedures for considering admissions from parents of disabled children, and consult with those parents and liaise with the feeder primaries about the reasonable adjustments that can be made to ensure that the admissions process is accessible for their children.
- Implement and review the Accessibility Plan with the aim of increasing the accessibility of the Academy’s curriculum, improving the physical environment of the Academy and improving access to information for our students and prospective students and their parents.

## 5. DEFINITION OF DISABILITY

A person has a disability (a person who has the protected characteristic of disability) if they have a physical and/or mental impairment that has '*a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities*'.

Further details:

- "Long-term" means an impairment that is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a person with a disability.
- There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

### 5.1 Physical Impairment

Includes conditions that affect the body such as arthritis or epilepsy and hearing or sight impairment (unless this is correctable by glasses or contact lenses), as well as HIV infection, cancer. Physical disability also includes severe disfigurement, such as scarring, even if it has no physical impact.

### 5.2 Mental Impairment

Includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia.

### 5.3 Disability does not include

- hay fever sufferers
- a person with anti-social tendencies such as paedophilia
- a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances
- a person who is addicted to nicotine, alcohol and other non-prescribed substances unless the addiction was originally the result of administration of
- medically prescribed drugs or other medical treatment.

## 6. DISCRIMINATION

We will not knowingly discriminate against a person with a disability:

- in the arrangements for determining admission
- in the terms on which a student place at the Academy is offered
- by refusing or deliberately omitting to accept an application for admission
- in the provision of education and associated services
- in the way the Academy affords access to any benefit, service or facility offered or provided by the Academy
- by excluding a student on the grounds of his or her disability
- by harassing a student with a disability
- by victimising a student with a disability
- by failing to take steps to ensure that students with a disability are not placed at a substantial disadvantage in comparison with students without a disability

## **7. ADMISSION PROCEDURE FOR STUDENTS**

The Academy will be open to applications from any prospective student with a physical and/or mental impairment. The Academy will treat every application from a prospective student with disability in a fair, open-minded way.

### **7.1 Informing the Academy**

The registration or admission form will enable the parents to give details of their child's disability. The Academy will, if appropriate, request from the parents or the previous school/academy full details in the form of medical reports, educational psychologist reports and any other report which assesses the potential student's disability so that the Academy can make an assessment of the reasonable adjustments that would be needed in order to provide adequately for the child's physical and educational needs.

## **8. EDUCATION AND ASSOCIATED SERVICES**

The Academy has an on-going duty to make reasonable adjustments in respect of the education and associated services provided by the Academy. This is a broad expression that covers all aspects of the life of the Academy. The range of activities that are covered by the expression include:

- the curriculum
- classroom organisation and timetabling
- access to Academy facilities
- Academy sports
- Academy meals
- Academy policies
- breaks and lunchtimes
- the serving of Academy meals
- assessment and examination arrangements
- Academy discipline and sanctions
- exclusion procedures
- Academy clubs, educational visits and other activities
- preparation of students for the next phase of education.

## **9. REASONABLE ADJUSTMENTS FOR STUDENTS**

The Academy is committed to making reasonable adjustments to allow students with disabilities to access the educational provision and related services at the Academy. The Academy shall inform the student and parents of the reasonable adjustment(s) that the Academy is legally required to make for that student, which may typically include:

- making arrangements for a student in a wheelchair to access the lift accompanied by a member of staff
- arranging exam concessions where appropriate, to enable disabled students to achieve in line with their non-disabled peers
- providing examination papers in larger print for a student with a visual impairment
- personalising the timetable to meet the particular needs of individual students
- arranging a variety of accessible sports activities.

The Academy is not legally required to make physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library.

## **10. ACCESSIBILITY PLANS**

The Academy's Accessibility Plan is available on the website and on request, to all parents and staff.

The Accessibility Plan includes consideration of how the Academy proposes to:

- increase the extent to which disabled students can participate in the Academy's curriculum
- improve the physical environment of the Academy for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the Academy
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled.
- the plan will be reviewed on a regular basis, to ensure that it is up-to-date and covers all aspects of Academy life.

## **11. ARRANGEMENTS FOR MONITORING AND EVALUATION AND REVIEW**

The Academy will monitor and evaluate the impact of this policy by reviewing the number of complaints, the number of bullying incidents, the number of students and parents, with disabilities within the Academy community and the attainment of students with disabilities. The Principal will report the results of this evaluation to the Governing Body annually.

This policy will be reviewed and amended in light of the evaluation by the Principal and the governors annually.

## **FURTHER INFORMATION AND GUIDANCE**

The Equality and Human Rights Commission website has general guidance and resources for schools/academies regarding the Equality Act 2010. The most useful guidance for schools/academies is the guidance entitled "What equality law means for you as an education provider: schools":

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers- schools-guidance/>

This page contains detail specifically about disability as a protected characteristic:

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers- schools-guidance/protected-characteristics/>

The DfE website also contains a Disability Toolkit which schools and academies may find useful:

<http://www.education.gov.uk/childrenandyoungpeople/send/b0065985/disability- toolkit>

## **SEN**

Please also note that in addition to the legislation about disability discrimination in schools/academies, there is separate legislation covering special educational needs and improving accessibility. Annex B of the Funding Agreement requires academies to comply with duties imposed on maintained schools in respect of Special Educational Needs (SEN) which includes having regard to the Special Educational Needs and Disability Code of Practice (DfE, 2015):

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200581%202001>

## **REASONABLE ADJUSTMENTS**

The reasonable adjustments duty was first introduced under the Disability Discrimination Act 1995 and amended in the Disability Discrimination Act of 2005. The reasonable adjustments duty under the Equality Act operates slightly differently and has been recently (September 2012) extended to cover the provision by a school of auxiliary aids and services. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled student experiences because of their disability.

More details on reasonable adjustments can be found below:

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers- schools-guidance/key-concepts/reasonable-adjustments/>

## **ACCESSIBILITY PLAN 2014 – 2016**

### **PURPOSE**

This Accessibility Plan is designed to ensure that Freebrough Academy complies with equality and disability legislation and best practice. The Academy is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the Academy's facilities and services, including those with disabilities and special educational needs.

This Plan is made available on the Academy's website and is also available in large print or other accessible format if required.

### **DUTIES OF THE ACADEMY**

A duty to not discriminate against disabled pupils for a reason related to their disability  
A duty to make reasonable adjustments to ensure that pupils who are disabled are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).

### **REASONABLE ADJUSTMENT DUTY**

The Academy is committed to making reasonable adjustments\* to allow pupils with disabilities to access the educational provision and related services at the Academy.

We plan, over time, to monitor the accessibility of the Academy to pupils with disabilities (the planning duty).

### **PLANNING DUTY**

There are three strands to the planning duty:

- Increasing physical access
- Increasing access to the curriculum
- Increasing access to written information

### **INCREASING PHYSICAL ACCESS**

Improving the physical environment of the Academy for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by academies; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

*\*The reasonable adjustment duty does not apply to physical alterations to academies and we are not required to make physical alterations to the fabric of the Academy in order to meet the needs of disabled pupils.*

### **INCREASING ACCESS TO THE CURRICULUM**

Increasing the extent to which pupils with disabilities can participate in the Academy's curriculum, for example: staff information and training, classroom organisation, timetabling.

## **INCREASING ACCESS TO WRITTEN INFORMATION**

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils who are not disabled, such as handouts, timetables, newsletters; for example in Braille, audio tape or large print formats, and the provision of information orally.

## **ACTION PLANS**

Attached is an action plan relating to the above three areas.

The Academy is committed to delivering the Action Plan within a reasonable time and in ways, which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

## **COMMUNICATION WITH PARENTS**

In order to best meet the needs of a pupil with a disability, the Academy requires full information. Parents are expected to work with the Academy and provide full information about any disabilities, special educational need or other relevant information to the Academy before and after the pupil has started at the Academy.

## **COMPLAINTS**

If you wish to make a complaint regarding any aspect of this Plan, please refer to the Academy's Complaints Policy.

## **REVIEW**

During the period to which this Plan relates, the Academy will keep the Plan under review and will make revisions and updates as necessary.



**SECTION A: ACCESSIBILITY AUDIT.**

Questions asked	Issues Identified	Barrier to access? Yes/No	Type of issue? e.g. training, policy, documentation, physical environment, communication	Transfer to Accessibility Plan? Yes/No
<b>1. CULTURE AND ETHOS – POLICIES AND PRACTICES</b>				
1.1 Is everyone made to feel welcome, including those with physical disabilities or sensory impairments?	Yes, there is information on the website and on letters regarding disabled parking spaces and toilets.	No		No
1.2 Are there high expectations of all students?	Yes, targets are aspirational and interventions are put in place where needed – assess, plan, do, review.	No	On-going focus on narrowing the gap to ensure that high expectations are maintained	No
1.3 Do staff, governors and students share a philosophy of inclusion?	Yes	No		No
1.4 Are students equally valued?	Yes	No		No

<p><b>1.5</b> Do staff seek to remove all barriers to learning and participation?</p>	<p>Yes, iPads, iPod and laptops available in every faculty. Use of TEEP with a focus on accelerated learning, collaborative learning, assessment for learning, thinking for learning and the effective use of ICT. Use of Quality First Teaching SEND Guidance Sheet by all staff</p>	<p>Yes</p>	<p>Ongoing focus on TEEP to further embed. QFT Guidance sheets are updated on a termly basis</p>	<p>Yes</p>
<p><b>1.6</b> Are lessons made accessible to all students?</p>	<p>Yes, staff differentiate resources appropriately for students.</p>	<p>Yes</p>	<p>On-going focus on differentiation to maintain standards</p>	<p>Yes</p>
<p><b>1.7</b> Do you make the best use of Learning Support Assistants (LSAs)?</p>	<p>Yes, the majority of staff</p>	<p>Yes</p>	<p>CPD – JHT to further develop their effective use.</p>	<p>Yes</p>

Questions asked	Issues Identified	Barrier to access? Yes/No	Type of issue? e.g. training, policy, documentation, physical environment, communication	Transfer to Accessibility Plan? Yes/No
<b>2. STAFF TRAINING</b>				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes	No		No
2.2 Do you ensure that teachers and LSAs have the necessary training to teach and support disabled pupils?	Yes, staff have received training. IHPs support the effective care of students. Quality First SEND Guidance sheets provide advice	Yes	Maintain focus	Yes
2.3 Are staff aware of how classrooms should be optimally organised for disabled pupils?	Yes	Yes		No

Questions asked	Issues Identified	Barrier to access? Yes/No	Type of issue? e.g. training, policy, documentation, physical environment, communication	Transfer to Accessibility Plan? Yes/No
<b>3. PROVISION OF WRITTEN INFORMATION</b>				
<b>3.1</b> What provisions are made for making information available to all people who may need access to goods, services and facilities?	Written info – SEND Banding Descriptor profiles. QFT SEND Guidance sheet, IHPs Links on SIMs, information for visitors and parents on website and on letters	No		No
<b>3.2</b> Do you provide access to computer technology appropriate for students with disabilities?	Yes	No		No

Questions asked	Issues Identified	Barrier to access? Yes/No	Type of issue? e.g. training, policy, documentation, physical environment, communication	Transfer to Accessibility Plan? Yes/No
<p><b>4. THE PHYSICAL ENVIRONMENT</b></p> <p>(Consider all the areas to which students should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.)</p>				
<p><b>4.1</b> Are there any physical structures such as doorways, steps and stairs that may act as barriers for pupils who use wheelchairs?</p>	No	No		No
<p><b>4.2</b> Are toilet facilities accessible to wheel chair users</p>	Yes	No		No
<p><b>4.3</b> Are there safe pathways of travel around the Academy site and parking arrangements?</p>	Yes	No		No

<p><b>4.4</b> Is there any decor which may be confusing or disorientating for disabled students with a visual impairment, for example floors and walls which are the same colour?</p>	<p>Yes –Environmental audit has identified areas for development</p>	<p>Yes</p>	<p>Stair treads to be of different colour to give more colour contrast against the carpets, making the edges of the stairs much more visible. Staff to use blinds in bright sunlight.</p> <p><b>Outside Areas</b></p> <ul style="list-style-type: none"> <li>• Highlight edges of outdoor concrete steps onto the field with a painted line to make them more easily seen.</li> <li>• Paint a box on the floor around the outdoor picnic benches to make them stand out from the background.</li> </ul>	<p>Yes</p>
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Questions asked	Issues Identified	Barrier to access? Yes/No	Type of issue? e.g. training, policy, documentation, physical environment, communication	Transfer to Accessibility Plan? Yes/No
<b>4.5</b> Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?	No	No		No
<b>4.6</b> Is there accessible storage to enable disabled pupils to access aids and equipment?	Yes	Yes		No
<b>4.7</b> Are there arrangements that might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?	Yes (Large Atrium, Sports Hall)	Yes	Environment	Yes
<b>4.8</b> Do emergency and evacuation systems include alarms with both visual and auditory components?	Yes, key areas (sports hall, activities hall, music room, technology rooms and corridors) have flashing strobe lights as well as auditory alarms	No		No

**SECTION B: THE ACCESSIBILITY PLAN**

	<b>Targets</b>	<b>Strategies</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	To ensure that lessons continue to be accessible to disabled students.	To ensure effective differentiation by embedding TEEP and monitoring through work scrutiny/ MER and observations. Differentiation training.	2017 - 2018	
<b>Short Term</b>	Staff have high expectations of disabled students  Staff have appropriate resources for students who have learning or physical needs	Learning walks; student voice, analysis of AP data.  TEEP, Faculties use Faculty time to plan and create differentiated resources	MER 2017 - 2018  MER 2017 - 2018	
<b>Short Term</b>	Staff make better use of learning support assistants.  Staff are able to teach students who have a learning difficulty or who are not able to access the curriculum due to their levels of literacy or numeracy	JHT training for ELT and LSAs  Whole academy Reciprocal Reading and numeracy training. Use of tutor time for literacy and numeracy tasks. Development of Reading Recovery and Numeracy	Autumn/Spring term 2017/18  Autumn/Spring term 2017/18	



<b>Short Term</b>	Improve décor for visually impaired students	Highlight the edge of the concrete steps in the playground. Paint around the picnic tables in order to improve visibility	Summer 17	
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	<b>Targets</b>	<b>Strategies</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Medium Term</b>	Explore funding opportunities to improve acoustics of the Large Atrium	Funding streams examined by LAL	Next two years	
	To remove barriers for those with hearing impairments.	Improve acoustics in Large Atrium	Next three years	
		Build into development plans capacity for sustaining the quality of resources.	Ongoing	