



## Fylde Coast Academy Trust

(FCAT)

# Accessibility Policy and Plan 2017-2020 All Sites



**Related policies / documents:**

FCAT Equality Policy

FCAT H&S Policy

FCAT H&S Development Plan

Equality and Diversity Impact Assessment

## STATEMENT

Fylde Coast Academy Trust (FCAT) strives to ensure that the culture and ethos of all its academies are such that, whatever the abilities and needs of members of the FCAT community, everyone is equally valued and treats one another with respect (Core Values).

### Objectives

- Reduce and eliminate barriers of access to the curriculum.
- Full participation in the FCAT community for students, and prospective students, with a disability.
- Students will be provided with the opportunity to experience a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles.
- Endorse FCAT core values, which underpin an inclusive curriculum:
- Be provided with the opportunity to experience, understand and value diversity.
- Not treat disabled students less favourably.
- Take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty).

### The definition of disability

*Someone with a physical or mental impairment*

The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

### Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled

### Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances, behaviour difficulties arising from social and domestic circumstances.

### FCAT recognise its duty under the Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. (FCAT Equality Policy). It is unlawful for an academy or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

## **Scope of the FCAT Accessibility Policy Plan**

This plan covers all three main parts of the planning duty:

*1. Improving the physical environment of academy for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services.*

Currently, within FCAT all students can access the curriculum regardless of disability. FCAT develops its building programmes to accommodate the need for access to all.

This part of the planning duty covers aids to improve the physical environment of each academy and physical aids to access education within the organisation.

The physical environment at all member academies includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, a lift, widened doorways, electromagnetic doors, adapted toilets and washing facilities. Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware, electric chairs and specialist pens and pencils.

The provision of a special piece of equipment or extra assistance will be made through the SEN framework within FCAT and to a lesser extent through the Premises, H&S and planning meetings (Planning Duty). FCAT will make a distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty.

SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) within FCAT and each individual academy.. For example, a student with visual impairment might have low vision aids provided through the statement of SEN but FCAT would, as a general measure, provide blinds and adjustable lighting through the buildings planning duty and access to large print facilities..

*2. Increase the extent to which disabled students can participate in academy's' curriculums.*

Within FCAT the curriculum is carefully designed to meet the needs of all learners and all students to access a broad and varied curriculum. No students cannot access learning at our academies. This part of the planning duty allows access to a full, broad and balanced curriculum. It covers a range of elements ensuring that teaching and learning is accessible through academy and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

FCAT plan to improve progressively access to the curriculum for all disabled students although many adjustments to access this will be dependent on individual needs.

The accessibility strategies and plans will help to ensure that FCAT is in the forefront of planning and preparing to respond to the particular needs of individual students.

PEEP's are included in all Emergency Evacuation / Fire Plans.

### *3. Improving the delivery of information to students with disabilities.*

Any students requiring additional support are clearly identified on entry to an FCAT academy. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation. Some students are allocated additional support in registration and lessons. Students are also allocated home-academy case workers to ensure effective communication with parents as well as the children.

This part of the duty covers planning to make information normally provided by the academy in writing to its students – such as hand-outs, timetables, textbooks, information about academy events – available to disabled students. This includes alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT.

This information is made available within a reasonable time frame and takes account of the student's disabilities and students and parents preferences.

#### **Aims (2017 – 2020)**

FCAT aims and continues to include all students, including those with disabilities, in the full life of our academies. Our strategies include:

- Having high expectations of all students
- Enhancing and adapt existing ways in which all students can take part in the full curriculum including sport, music, and drama
- Planning out-of-academy activities including all visit and trips
- Excursions so that students with disabilities can participate
- Setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- Planning the physical environment of the academy to cater for the needs of students with disabilities through building plans and strategies within the organisation
- Raising awareness of disability amongst academy staff (teaching and non-teaching) through a programme of training
- Providing written information for students with disabilities in a form which is user friendly.

#### **Monitoring**

FCAT recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. Each academy will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices
- Selection & recruitment of staff
- Academy Council representation

- Parents attending consultation meetings
- Parents' involvement in the life of each academy (representation on governors, attendance at parents' evenings, in the classroom, academy productions, sports day, fetes etc.)

### Supporting legislation

- The Equality Act 2010
- Children Act 1989; and Special Educational Needs and Disability Act 2001
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Disability Discrimination Act 1995
- Disability Discrimination Act 2005
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Age) Regulations 2006

ACTION AREA	TIMESCALE
<p><b>Building Access:-</b> As FCAT continues to expand we are planning for a new building / refurbishment and providing comprehensive access to all FCAT sites Access for students, staff, visitors and parents will be incorporated into all plans. <b>(Physical Environment page 7)</b></p>	<p><b>On-going</b></p>
<p><b>Curriculum:-</b> FCAT aims to further recognise diversity in all our academies by delivering tailored diversity events (such as assemblies and theme days, etc.) for under-represented groups, so that all students feel valued and included in our community.  FCAT aims to continue to improve the way by which all students, including those that are disabled, participate in developing policies and FCAT Core Values. <b>(Participation in Academy curriculum Page 9)</b></p>	<p><b>On-going</b></p>

**Overview of responsibilities**

Responsible person/s	Action
<b>The Executive / Governors</b>	<ul style="list-style-type: none"> <li>• Accessibility to all FCAT premises and facilities</li> <li>• Accessibility to the curriculum</li> <li>• Accessibility to external educational services</li> <li>• Training of staff and progress of students</li> <li>• Monitoring of policy</li> </ul>
<b>Academy Principal</b>	<ul style="list-style-type: none"> <li>• Development monitoring recording and reporting on the progress in each Academy / site</li> </ul>
<b>SLT</b>	<ul style="list-style-type: none"> <li>• Promotion and implementation of FCAT policy within each academy</li> </ul>
<b>Specific competent members of staff delegated with responsibilities of implementing FCAT policy within each academy</b>	<ul style="list-style-type: none"> <li>• Include disability issues in the induction programme</li> <li>• To ensure that students with disabilities are meeting academic targets, implementing strategies if targets are not being met</li> <li>• Regular monitoring of disabled students</li> </ul>
<b>Staff with responsibilities: Heads of Dept/Phase leads/Head of year Key stage co-ordinators within each academy.</b>	<ul style="list-style-type: none"> <li>• Implementation of FCAT policy</li> <li>• Monitoring academic progress</li> <li>• To ensure that students with disabilities are meeting academic targets, implementing strategies if targets are not being met</li> </ul>
<b>Teaching Assistants</b>	<ul style="list-style-type: none"> <li>• Monitor the progress of disabled students in the classroom</li> <li>• Undertake relevant training</li> <li>• Act upon information provided by the SENDCO</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• To ensure that all disabled members of the academy are treated with respect (FCAT Core Values)</li> </ul>
<b>Safeguarding/ H&amp;S/Premises representatives</b>	<ul style="list-style-type: none"> <li>• SLT member to report any issues around disability and propose solutions</li> </ul>

**Physical Environment**

Target	Action	Resources	Time Frame	Outcome	Achieved
All sites have adequate Disabled Car Parking	FCAT Building Planning	Disabled spaces are incorporated into future developments	On-going	Improve access to all sites	On- going
Provide lift access to all new builds	Incorporate adequate lift access into plan	Incorporate lift into design	On-going	Access to upper-floor teaching accommodation for students, staff and visitors	On- going
Differentiate doors and corridors	When redecorating corridors and doors ensure high contrast between walls and doors to assist visually	Lead Site Supervisors to incorporate into rolling maintenance programme FCAT to ensure new buildings meet requirement	On- going	Doors and corridors easily differentiated	On- going
To continue to improve access to the physical environment for all, ensuring the highest levels of safety	Carry out an annual Access Audit of FCAT buildings and grounds and produce an action plan	Lead H&S FCAT	On- going	Access to Academy Site	On- going
Safe Evacuation in emergency	Review evacuation procedure and put in place Personal Emergency Evacuation Plans (PEEP) for any student or member of staff with a disability	Lead H&S to audit	Annual Review PEEPs implemented as required	Access to Academy Site	On-going
Wheelchair Access full academy site	Ensure all areas of academy can have wheelchair access	Lead Site Supervisor	On-going	Access to Academy Site	On-going

**Improve the Delivery to Disabled Students / Parents of Information**

Target	Action	Resources	Time Frame	Outcome	Achieved
To provide information to parents about the external help available to them	FCAT Central list	SENCO	Annually	Parents have access to the information necessary to ensure full access to the curriculum for their children. Specific support strategies and plans for accessibility at all sites.	As Required

**Participation in Academy curriculum**

Target	Action	Resources	Time Frame	Outcome	Achieved
To review the range of learning resources that is accessible for Students with different disabilities.	Heads of Department / Phase Leads to review resources in their curriculum areas	Time/Training	Annual/As necessary	Students with disabilities have increased access to curriculum materials.	On- going
Staff have a good level of knowledge of disability issues and how to support disabled students in accessing the curriculum	Review the needs of students with specific disabilities & provide relevant training for teaching, learning support staff and governors	Cost of training	Yearly	Competent Staff and procedures	On- going
Ensure that all of academy activities, including trips, are planned to ensure the participation of all students	Review all out of academy provision to ensure compliance with legislation	Evolve Reporting (EVC/Trip Leaders)	On- going	Statutory compliance	On- going
Access to Curriculum	Ensure all classrooms and resources are organised in accordance with student need.	Seek advice from disability advisor over appropriate resources and delivery of PE curriculum to HI, VI and MI impaired children. External specialists to provide guidance on appropriate resources and strategies curriculum	On- going	Create effective learning environments	On- going

**Participation in Academy curriculum**

Target	Action	Resources	Time Frame	Outcome	Achieved
Ensure access to and increase participation in wider academy activities	Produce timetable of all extra-curricular activities and make accessible – newsletter, display in classrooms and post on website. Ensure academy activities and learning tasks are accessible to all students. All residential trips to be considered in relation to accessibility and inclusivity for all staff and students. Ensure that sites visited are safe and risk assessments are done Ensure that any transport used for academy Trips is suitable for MI pupils	EVC SENDCO	As required	Access to wider curriculum	On-going
Meetings and support with new students with medical requirements	Review all out of academy provision to ensure compliance with legislation	Competent delegated person	On- going	Provision organised before start so access immediate	On- going

## Equality and Diversity Impact Assessment

Date: 11/01/2017	FCAT Accessibility Policy	Assessor: GFL
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Number	Protected Characteristics	Any Concerns Arising?	Details of Concerns	Recommendations
<b>1</b>	<b>Disability</b>			
	Example: physical disabilities, learning difficulties or medical needs	x	Potential accessibility issues	Make a range of accessibility tools available e.g. 'text to audio', large text, etc., as needed building works
<b>2</b>	<b>Gender</b>			
	Females/Males			
<b>3</b>	<b>Sexual Orientation</b>			
	Example: Gay, lesbian			
<b>4</b>	<b>Gender Reassignment</b>			
	Gender Reassignment			
<b>5</b>	<b>Race/Ethnic Group</b>			
	Example: Black, Asian, Chinese, etc.			
<b>6</b>	<b>Pregnancy/Maternity</b>			
	Pregnancy or maternity/paternity			
<b>7</b>	<b>Marriage/Civil partnership</b>			
	Marriage/Civil Partnership			
<b>8</b>	<b>Religion or Beliefs</b>			
	Example: Jewish, Muslim, Christian etc.			
<b>9</b>	<b>Age</b>			