



## Feversham Academy Accessibility Strategy and Plan

Purpose of this statement	To outline the Academy policy on Accessibility.
Last Reviewed Next Review	December 2016 December 2018
Contact	The Headteacher

### ➤ **Introduction**

This plan sets out the proposals of the Board of Directors of Feversham Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the physical environment of the college to increase the extent to which pupils with disabilities can take advantage of education and benefits, facilities or services;
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

It is a requirement that the school's Accessibility Plan (previously referred to the Disability Access Plan is resourced, implemented and reviewed and revised as necessary.

The Board of Directors also recognised its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

### ➤ **Policy Statement**

Disability equality is at the forefront of our policy development and we wish to ensure that equality for disabled children and adults is woven into the culture of our school in practical and demonstrated ways.

We will ensure that matters of confidentiality are dealt with appropriately. We will ensure parents/ carers and members of staff understand which impairments and health conditions meet the definition of disability and why it is important that college has information about disability and health conditions.

In order to monitor the effectiveness of our policies and practices we will give all staff members the opportunity to raise personal issues throughout the college year.

We will make sure pupils feel comfortable in school and confident to raise any issues or difficulties they have which may be as a result of an impairment or health condition.

When admitting new pupils to the school we will ensure information about disability is shared.

When appointing new staff we will ensure that our arrangements for recruiting, developing and retaining disabled employees promote equal opportunities.

### ➤ **Principles**

The Academy recognises its duty to:

- Ensure that compliance with the Equality Act is consistent with the colleges Equality Policy, its Equal Opportunities Policy, the operation of its SEN policy and any other college policy that has a focus and impact on its disabled students, staff and parents/carers.
- Not discriminate against disabled students, staff and parent/carers in admissions and exclusions or in provision of education and associated services.
- Not treat disabled students, staff and parents/carers less favourably.
- Take reasonable steps to avoid putting disabled students, staff and parents/carers at a substantial disadvantage.
- Publish an Accessibility plan (appendix A).

Extra-curricular activities are open to all.

### ➤ **Main elements of the definition of Disability**

The Equality Act defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

This means that, in general:

- The person must have an impairment that is either physical or mental
- The impairment must have adverse effects which are substantial
- The substantial adverse effects must be long term and
- The long term substantial adverse effects must be effects on normal day to day activities

This definition is subject to the provisions in Schedule 1 of the Equality Act.

Areas of the school are accessible to both non-disabled and to our disabled students. We have a lift installed in school to provide access to the upper floor of the school. The external door is power assisted for disabled students/visitors.

Prior to the original Disability Access Plan being written, stakeholders were consulted – disabled students, parents, staff and outside agencies. Their views were taken into account when writing this Plan.

➤ **The main priorities in the Academy's Plan**

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

Individual Education Plans are written to advise staff on inclusive strategies to enhance access to the curriculum for disabled students. Some students are also named on the Emergency Evacuation Procedure List.

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

- At the moment all of the school is physically accessible to all disabled students on roll.
- EVAC chairs are in place at the top of all staircases. Staff have received training on the use of the EVAC chairs.
- Toilets that meet Equality Act requirements have been installed in the academy.
- The main car park also has designated disabled car parking spaces.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

The majority of stakeholders were satisfied with the way information was delivered to students and parents.

An accessible font is used in all written correspondence for all parties, this increases readability. New systems have been put in place to ensure that letters/circulars/information booklets are stored centrally on the school electronic systems to make them available for further adaptation if necessary.

➤ **Management, coordination and implementation**

It is the responsibility of the SLT and Directors to see that the areas identified on the Disability Access Plan are addressed.

➤ **Responsibilities**

Named Director:	Mr M Ayyaz
Monitoring of the Policy:	The Headteacher
Reporting to:	The Board of Directors