



FALCONS PRE-PREPARATORY SCHOOL

Accessibility plan

2021 – 2024

Primary person responsible for this document: Charlotte Llewellyn

Job title: SENDCo

Last review date: June 2021

Next review date: [Every 3 years] 2024

Aims

The aim of this plan is to set out how the Falcons School for Boys intends to increase the accessibility of its activities and facilities for disabled pupils over the three year period 2021-2024

The Falcons school is committed to providing an inclusive environment. It has high ambitions for all of its pupils and expects them to be able to fully participate in Falcon life as far as possible and as far as they are able, with the aim of each individual reaching their full potential.

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Definition of disability

Equality Act 2010: The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children who have a disability may not have SEN. However, there is often an overlap and they will be regarded to fall within the SEN framework and fall into the SEN definition.

The SEND Code of Practice 2015 defines 'long-term' as 'a year or more' and 'substantial' as 'more than minor or trivial'. Disability includes sensory impairments and long-term health conditions.

Duty under the Equality Act

This plan fulfils the requirement for schools to have an accessibility plan for disabled pupils, as set out in the Equality Act 2010.

The plan seeks to identify and overcome barriers that may prevent pupils with disabilities from accessing what the school has to offer. It focuses on three areas:

- a) Increasing the extent to which disabled pupils can participate in the curriculum;
- b) Improving the physical environment of the Falcons School for Boys; and
- c) Improving the availability of accessible information to disabled pupils

In line with the reasonable adjustments duty, the Falcons School for Boys will take reasonable steps to ensure disabled pupils aren't put at a disadvantage compared to other pupils. This covers all aspects of the Falcons School life, including extra-curricular activities, educational visits and school trips.

In deciding whether an adjustment is reasonable, the Falcons School for Boys will consider:

- Available resources
- The practicalities of making a particular adjustment

- The effect on other pupils
- Health and safety requirements

Responsibilities

The Senior Leadership Team assumes responsibility for compliance with the Equality Act and will seek advice and input from the SENDCo, Health and Safety Officer, Child Protection Officers, Site Manager, the Alpha Plus Group Head Office team and others with expert knowledge of disability.

Responsibilities include:

- Reviewing the Falcons School for Boys' policies, procedures and facilities to maximise accessibility for disabled pupils
- Making recommendations to improve accessibility by means of reasonable adjustment, by planning future improvements, and by preparing and reviewing this plan
- Monitoring the implementation of this plan and reviewing it as necessary, and at least every three years
- Ensuring staff and pupils are made aware of disability, understand its effects, and accept and support disabled pupils as a part of school life

Links to other policies – these should be read and used in accordance with this policy.

- SEND policy
- Safeguarding



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- Health
- Equal Opportunities
- On site risk assessment



Action plan

Aim	Adjustments in place	Actions to be taken	Timescale
<p>Increase the extent to which disabled pupils can participate in the curriculum.</p>	<ul style="list-style-type: none"> • Visual aids/pictures • Pre-learning of vocab • Use of Google translate of necessary • Differentiated lesson plans • Good use of TA/LSA – support/interventions • Staff training • Class Teacher to support • Use of iPad/laptops • Seating position in class • Tracking assessment • Target setting in class and in IEPs • School trips and journeys are accessible to all with full risk assessment carried out. Extra staff used where necessary. • Sport is accessible to all including competitive tournaments. 	<ul style="list-style-type: none"> • All subject leaders to consider disability and SEN within their curriculum and what reasonable adjustments should be made to accommodate all learners. • Look for suitable Apps and computer programmes that can support understanding in school or at home. • Staff training given when specific disabilities arise and knowledge is required • Ad hoc use of resources to be organised by the SENDCo. • Termly reviews of specific needs (or more often if needed) 	<p>2021 and ongoing when needed.</p>
<p>Make Improvement to the physical environment of the Falcons School for Boys to increase the extent to which disabled pupils can take advantage of what is on offer.</p>	<ul style="list-style-type: none"> • Temporary ramp available to access the hall form the playground • Temporary ramp available to access the front door. • Flexible classroom layouts • Sensor taps and paper towel dispensers. • Handrails on the stairs • Good lighting on all stair wells • Blinds fitted at windows. 	<p>As and when needed:</p> <ul style="list-style-type: none"> • Consider doorways/door openings • Suitability of the classroom to be used – swap classes if needed • Induction loops (hearing) • Change light fittings • Braille signs/books/resources • Individual evacuation plan for disabled child 	<p>2021 and ongoing when needed.</p>



	<ul style="list-style-type: none"> • Fans in some rooms • Portable air conditioning unit available • Interactive white boards are adjustable to different heights 	<ul style="list-style-type: none"> • New construction at the school will take into account disability • Permanent ramp placed at hall door. 	
Improve the availability of accessible information to disabled pupils	<ul style="list-style-type: none"> • Use of visuals in the classroom • Pre-learning (sent home to parents) • Photocopying onto coloured paper • Use of coloured overlays • Topic information sent home to parents • Use of IT in the classroom 	<ul style="list-style-type: none"> • Buying of large print reading books when needed • Use of audio equipment (or iPads) to read out texts to aid learners in class or at home. 	2021 and ongoing when needed.

The Department for Education’s guidance on the Equality Act states: “schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments e.g. being prepared to produce large font papers for pupils with a visual impairment even though there are no such pupils currently admitted to the school” (paragraph 4.22)