


Falcon Learning Ltd

Accessibility plan



Falcons Learning
The Sky is the Limit

Approved by:	Stephen Wash	Date: 02/11/2021
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Reviewed By:	Stephen Wash	
Signature		
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REVIEW EVERY 3 YEARS	REVIEW EVERY 2 YEARS	REVIEW ANNUALLY

Review Panel			
Director		S. Wash J.Wash	
Principal		S. Wash	
Pathway Managers		Not applicable	
Student Council		Not applicable	
External Input			
Change History			
Version	Date	Change Agent	Details of Change
1.0	02/11/2021	S. Wash	Initial issue
1.1	03/05/2023	S. Wash	Addition of Portakabin assessment.

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Falcons Learning endeavours to provide accessibility to any learner, regardless of disability. We will ensure that equal opportunities exist for all young people referred to us, and will strive to provide an environment and equipment which are as suitable for learners with disability as those without.

Falcons Learning works on a principle of referral of young people who fall primarily within 4 categories. They are:

- Young people who have been excluded from mainstream school and who are likely to remain in AP for some time
- Young people who are at risk of exclusion from mainstream school, and Falcons Learning is used as a method of incentivisation and respite
- Young people who come to Falcons Learning on 6th day provision. These young people are broadly speaking here for a relatively short amount of time before reintegration.

It is crucial to the remit of Falcons Learning that none of these categories preclude the involvement of a person with disability. It is within our core ethos that everyone should have the opportunity to succeed here.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Falcons Learning continues to work closely with any stakeholding organisation regarding the return to education of any young person referred to us.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, stakeholding organisations and directors of the company.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement from the local authority and is subject to scrutiny by any referring body.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Goals are set individually and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Medium and long term, attention will be focused on developing a suitable range of activities for learners with disabilities.</p> <p>Equipment suitable for accessibility needs will be made available as a matter of course.</p>	<p>Review of motor vehicle and construction offer</p> <p>Development of accessible activities to be devised and reviewed annually</p> <p>Any bespoke equipment within reasonable measures should be purchased</p>	<p>JW</p>	<p>December 2022</p>	<p>Recommendations of equipment passed to Directors</p> <p>Range of appropriate activities incorporated into the curriculum</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This may include:</i></p> <ul style="list-style-type: none"> • <i>Shallow entry ramps at every exit</i> • <i>Corridor width</i> • <i>Wider than usual doorways to classrooms and workspaces</i> • <i>Free access parking</i> • <i>Disabled toilets and changing facilities</i> • <i>Workstations at wheelchair-accessible height</i> 	<p>Train staff in the use of bespoke equipment designed for accessibility</p> <p>Annual audit of accessibility features</p> <p>Ensure that future building and development work makes accessibility a prime consideration</p>	<p>Training for staff</p> <p>Audit to be carried out annually</p> <p>Accessibility features are planned into new developments</p>	<p>JW</p>	<p>December 2022</p>	<p>Staff trained to use new equipment</p> <p>Audit completed</p> <p>Work completed</p>
<p>Improve Physical access to learning space 3</p>	<p>The learning space needs modification to ensure wheel chair users are able to access the portacabin should a wheelchair user be a part of the Falcons learning community.</p>	<p>Ensure a ramp is fitted should it be required</p>	<p>No actions but monitor learner recruitment.</p>	<p>SW</p>	<p>On going monitoring</p>	<p>If a wheelchair user wishes to access the site we can meet such provision.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> 	<p>Consider the installation of an induction loop for hard of hearing</p> <p>Consider the installation of braille printer for visually impaired</p>	<p>Induction loop to be costed</p> <p>Braille printer to be costed</p>	<p>JW</p>	<p>When required</p> <p>When required</p>	<p>Induction loop installed</p> <p>Braille printer installed</p>
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4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by StephenWash in conjunction with lead staff / governors / directors of the company

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				