


# Falcon Learning Ltd

## Accessibility plan



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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			
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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.
1.2	23/10/2024	S. Wash	Interim review to reflect change in language from AP to school status.

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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 and will strive to provide an environment and equipment which are as suitable for learners with disability as those without.

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 on roll with 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.

*At Falcons, we believe it is every pupil's right to expect excellent teaching of an enriched and engaging curriculum, in a safe learning environment, which will enable them to reach their full potential so that they become prepared for adult life. We believe that education is about acquiring good personal and thinking skills, developing communication and ICT skills; it is about becoming creative and reflective.*

*We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning. All our pupils will be treated fairly and with respect. We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.*

*We aim to:*

- *Ensure that pupils with special educational needs and disabilities are able to join in with all the activities of the school.*
- *To ensure that all learners make the best possible progress.*
- *To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school.*

*The Accessibility Plan contains relevant and timely actions to:-*

- *Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under 3 the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school activities, rewards, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;*

- *Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;*

- *Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.*

*Falcons Learning Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.*

*The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.*

*Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.*

*The Accessibility Plan will be published on the school website.*

*The Accessibility Plan will be monitored by the Governors. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.*

### *1.1 Context*

*Falcons Learning is an Independent Special School for pupils who have social, emotional and mental health needs. All students have an EHCP and commence at the school following a consultation process and interim annual review.*

*At present we have 24 students on roll at the school which is based in Goole*

## **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.

### 3. Action Plan

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

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete action by	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils</p> <ul style="list-style-type: none"> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• Review students EHCPs during the consultation/ transition process and identify any reasonable adjustments that are required</li> </ul>	<p>Curriculum offer is reviewed half termly in response to the needs of the students/ cohort.</p> <p>Identify linked educational trips/ visits/ work experience in a timely manner and identify possible barriers; seeking to remove these barriers with effective planning and reasonable adjustments</p>	Reviews of curriculum to identify most suitable teaching sequence and identify adaptation that need to occur in a timely manner.	<p>Head of school</p> <p>Head of Department SENCO</p> <p>Careers lead</p> <p>Trip Lead Teacher</p> <p>LSO</p>	ongoing	<p>Students will be able to access a range of activities and events on par with non-disabled peers</p> <p>Reasonable adjustments will be made both in school and when in the wider community to planned activities to alleviate substantial disadvantage.</p>
Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete action by	Success Criteria
Improve and maintain	All environments that students need access to are on a	To ensure that all areas of	Risk assessment of any new	Business manager All school	2 weeks prior to the person	Student can access all areas of the

access to the physical environment	<p>single story (no second floor to any part of the building)</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Steps up to a pre-fabricated building, school would re-room to a room within main building</li> <li>• Safe storage of insulin and insulin administering equipment including sharps bin in a room with a locked door/ adult only access</li> <li>• Personalized medical plans for those with a medical diagnosis</li> <li>• Additional CPD for teaching staff to support students with Diabetes, epilepsy/ hearing impairment</li> </ul>	school where students can access, is accessible to all. For staff members to be able to navigate all areas of the school independently	staff/students/ visitors attending school to identify risks or concerns and make reasonable adjustments	<p>staff reporting issues</p> <p>SENCO</p> <p>First Aid staff</p> <p>SLT</p>	attending the school	communal school area
Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete action by	Success Criteria
Improve the delivery of information to people with a disability (pupils, staff and visitors)	<p>School uses a range of communication methods to make sure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources including exam papers</li> </ul>	To ensure communication is effective both visually and through auditory means. To reduce miscommunication of	Review methods of communication termly	SLT	Penultimate week of each term	<p>The school effectively communicates to all-students/ staff/ parents careers and visitors.</p> <p>Information is consistent in</p>

	<ul style="list-style-type: none"> <li>• Exam access arrangements (scribe/reading /prompt/ laptop/ enlarged paper)</li> <li>• Pictorial or symbolic representation</li> <li>• Support from SaPTs (sensory and physical teaching service)</li> </ul>	information and to develop independence from all (both students, staff and				appearance/ frequency around school and updated regularly
Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete action by	Success Criteria
Ensure medical needs of pupils are fully understood and plans are in place for them. Plans are understood by all Staff.	<p>Annual audit of medical needs Identify and implement training plan for first aiders and named key workers.</p> <ul style="list-style-type: none"> <li>• Follow care plans for pupils with significant medical conditions</li> <li>• Regular medical training for First Aid, allergies, epilepsy and asthma</li> </ul>	All relevant staff are aware of pupils' medical needs and plans are clear and implemented effectively. Staff training is implemented at least annually or as necessary. All procedures are followed effectively.	Medical plans updated termly Student profiles updated half termly Relevant training/ CPD allocated to new staff, those where qualification/ training is expiring/ new to the school or new to role we will work with relevant	SENCO First Aid HLTA Teachers LSOs	Termly	Students with medical needs receive the appropriate level of care needed and their medical needs to not have a detrimental impact to their learning and progression above and beyond that of the condition.



			agencies to seek funding and train staff and pupils			
Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete action by	Success Criteria
Review practices in line with public Sector Equality Duty - Whole school actions	<p>Policies are reviewed yearly.</p> <p>Relevant staff will work closely with parents/carers and other agencies to agree the most appropriate support for pupils with disabilities and will provide information in a timely manner so reasonable adjustments can be actioned</p> <p>Multi-agency meetings will be held as necessary to share knowledge and information and review the effectiveness of provision.</p>	Ensure school adhere to the accessibility act of 2010.	<p>All policies to reviewed annually or when specified, and approved by Local Governing Body/Trust Board</p> <p>Circulate to Governing Body before wider circulation and publication</p> <p>Typical information to consider:</p> <p>Provide parents/carers with information in various formats.</p>	SENCO SLT Business Manager HR	Ongoing	Policies in place which support pupils/staff/parents/carers Policies to be fully implemented in all aspects of school life Improved communication with parents/carers.

#### **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 Stephen Wash 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				