

# Future Academies Watford

## Accessibility Plan 2020-22 (Two Year Plan)

### 1. Introduction

At Future Academies Watford we are committed to providing a fully accessible environment which values and includes all students, staff, parents, guardians and visitors regardless of their physical, sensory, social, spiritual, emotional or cultural needs.

We are fully committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, acceptance and inclusion.

Future Academies Watford acknowledges the requirement to carry out accessibility planning for disabled students. These are the same duties as exist under the Equality Act 2010. Future Academies Watford is committed to:

- promoting equality of opportunity for disabled students, staff, parents, carers and other stakeholders that use the academy;
- not treating disabled students, or staff, less favourably for reasons related to their disability; and
- to make reasonable adjustments for disabled students, or staff, so that they are not at a substantial disadvantage.

### 2. Aims of the plan

It is our intention to remove, as far as possible, those barriers which make it hard for a person who has difficulties with: mobility, physical co-ordination, manual dexterity, ability to lift, carry or move everyday objects, speech, hearing, sight, memory or ability to learn, concentrate, or understand, or are unable to perceive risk or physical danger.

This plan sets out the academy plans and actions to increase access to education for disabled members of the academy in three areas:

- increasing the extent to which disabled students can participate in the academy curriculum;
- reviewing and improving the environment of the academy to increase the extent to which disabled students can take advantage of education and associated services and activities;
- improving access to our enrichment activities to disabled students to ensure they have access to the programme.

### 3. Information gathering

The following information was considered when formulating the plan:

- the academy intake;
- students and staff already at the academy;
- the needs of future intakes;
- the level of staff awareness of students' needs;

- the presence and needs of staff and students with disabilities and their participation in the life of the academy;
  - the physical environment;
  - the curriculum;
  - the ways we communicate information to students, parents and guardians;
  - progress of students with disabilities.
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- The assessment of the academy is that there is good access to the curriculum.
  - The academy was built in 2012 and is DA (Disability Discrimination Act) compliant. The physical site covers a large area, despite this, access is assessed as good. There is wheelchair access to the majority of the academy site and changing and toilet facilities.
  - Each disabled student at the academy has a personalised plan; the academy has many individual positive case studies.
  - This plan will take into account future physical developments to the academy site and curriculum planning will take accessibility into account.
  - It is the responsibility of the whole academy community to implement the plan in a manner that promotes an inclusive ethos.

## Equality Objectives 2020 - 2022

Obj	Objectives	Lead person	Strategy/Action	Timescale	Success Criteria
<b>Academy Students</b>					
1	To ensure that all students understand and are considerate of disabled groups.	PSHCE Lead	- Form time/assemblies and PSCHE curriculum.	Throughout 2021-22	- Students' awareness evidenced across academy.
2	Improve the application of differentiation in all classes.	SENDCo	- Regular and effective CPD delivered by the SENDCO. - Strategies used by all staff.	Ongoing 2020-22 3 sessions per year	- Strategies consistently used across the curriculum as reviewed by SENDCo ongoing learning walks.
3	Understand and respond to specific needs of students.	SENDCo & Medical Officer	- Provide training for staff regarding needs of individuals and groups of students. - Strategies provided within SIMS, on PLPs and MINTCLASS for individual. - Strategies used by all staff.	Ongoing 2020-2022	- All students' needs identified and strategies consistently used across the curriculum. Strategies assessed by SENDCO during ongoing learning walks.
4	Ensure examination access arrangements allow fair access to all students	SENDCo	Considered planning of access arrangements for all examinations, including required training for staff.	On going 2020-2022	- Fair and equitable access in line with exam board guidance.
5	Provide considered timetabling accounts for need and ensures fair and equitable access and opportunity	SENDCO	Liaison between SENDCo and pastoral teams with timetable to ensure access to all subjects	On going 2020-2022	- Fair and equitable access to all subjects and specific resources.
6	Ensure considered support for trips and visits provides fair and equitable access and opportunity	Enrichment Lead & Medical Officer	For every trip the needs of the identified students will be reviewed and action taken to ensure all students can access event.	On going 2020-2022	- Fair and equitable access to trips and visits as detailed in the academy's trips and visits policy.
7	Support students with additional needs to have access to information and	SENDCo	Provision of after-hours support and learning clubs through Learning	Ongoing 2020-2022	- Attendance to support clubs tracked by Learning Support.

	resources for learning out of academy time		Support Programme. Identified students targeted for support.		
<b>The Academy Site</b>					
8	Regular audits of the academy site to identify concerns (H & S)	Site Team	Audit for trip hazards, adequate lighting, lifts etc. carried out every week and issues resolved immediately if identified. Lift concerns and issues to be resolved in the quickest time possible to ensure continued access.	Ongoing 2020-2022	- Site clear and well maintained – weekly site walk report.
9	Ensure lighting is adequate across the site	Site Team	Continued improvements in lighting across the site, internal and external. Ongoing programme of replacing lights.	Light replacement to be completed by Sept 2022	- Improving access to all academy areas.
<b>Academy parents and guardians</b>					
10	Ensure parents and guardians have full access to information regarding strategies and developments affecting their children with SEND	SENDCo & Medical Officer	Develop the use of student profiles, ensuring parents and students have opportunities to contribute and evaluate	Ongoing 2020-2022	- Student profiles in use at FAW
11	Ensure parents and guardians with additional needs at academy events, such as parent evenings, are supported	Head of Year	Each year review the list of parents and guardians that require support and ensure this is in place for every parent event as required. Ensure support is available as need arises, e.g. interpreter/sign language, access etc.	Ongoing 2020-2022	- Parent support in place - Parent feedback used to make further improvements

## Future Academies | Accessibility Plan

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