



Disability Statement /  
Accessibility Plan

July 2010

## 1.0 INTRODUCTION

The DDA (2005) places general and specific duties on public authorities, including Academies, to promote equality of opportunity for people with disabilities. Freebrough is required to have due regard in meeting the need to:

- Eliminate unlawful discrimination against people with disabilities.
- Eliminate unlawful harassment of people with disabilities.
- Promote equality of opportunity of people with disabilities.

### **Freebrough Academy has a duty:**

- Not to treat students with disabilities less favourably for a reason relating to their disability without justification.
- To make reasonable adjustments so that they are not at a substantial disadvantage in comparison to those who do not have disabilities.
- To plan strategically to increase access over time, to the Academy premises and through the curriculum and providing different materials in alternative formats to ensure accessibility.

## 2.0 DEFINITION OF DISABILITY

A person is disabled if he/she has a mental or physical impairment which has a **substantial** and **long-term** adverse effect on the ability to carry out **day-to-day activities**, i.e.:

- Substantial – more than minor or trivial effect.
- Long-term – a year or more.
- Day-to-day activities – living and learning.

The definition of disability has been amended from the 1995 act in order to reduce the reliance on the '**medical model**' for individuals with a mental illness which no longer has to be 'clinically well recognised'. Included in the definition is a continuum of impairments including sensory, mobility, physical dexterity and co-ordination, degenerative conditions, dyslexia, autistic spectrum disorder, diabetes, speech/language and communication, epilepsy, severe asthma, cystic fibrosis, ME, Tourettes and learning difficulties resulting from complex profiles of disability.

Certain children and young people will present complex profiles that include a number of specific impairments requiring multi-professional advice and training. Not included are those children with emotional and behavioural difficulties for social and domestic reasons. The definition now includes people with progressive conditions including HIV, multiple sclerosis and cancer.

This plan sets out the proposals of the Governing Body of the Academy to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the Academy curriculum.
- Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the Academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. This accessibility plan will necessarily be a part of whole Academy planning and should therefore be read in conjunction with:

- The Academy development plan
- The Academy's SEN policy
- The Academy's Inclusion policy
- The Academy's Behaviour policy
- The Academy's policy for Looked after Children
- The Academy's Child Protection policy
- The Academy's Anti-Bullying policy

And all other relevant documentation.

At every stage the Every Child Matters agenda will be taken into account to ensure that all students are supported to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Achieve economic well-being
- Make a positive contribution.

### **3.0 FREEBROUGH ACADEMY ACCESSIBILITY PLAN – REVIEW**

Freebrough Academy has high ambitions for all its students, including any students with particular physical, learning and emotional needs, thus identifying them as 'disabled' in relation to their peers. Freebrough Academy's commitment to equal opportunities for all students is dictated by the Academy's inclusive philosophy, and the agreement within our Academy that Every Child **DOES** Matter. We hope and expect that all our disabled students will participate and achieve in every aspect of Academy life, given appropriate support and encouragement from all those involved with them.

#### **The Academy endeavours to:**

- Set suitable learning challenges.
- Respond appropriately to the diverse needs of all students.
- Overcome potential barriers to learning and assessment for individuals and groups of students through regular reviews of Academy data and personal contact with disabled students and their families.

We aim to identify and remove barriers to disabled students in every area of Academy life, and to make all young people welcome.

#### **4.0 INFORMATION FROM STUDENT DATA**

We will review data on Rewards and Sanctions for all disabled students in order to:

- Review individual progress.
- Identify areas of success and celebrate achievement.
- Identify areas that require continued or improved support.
- Identify areas that might require input from external agencies.

The Academy will gather information on participation in extra curricular and out of Academy activities in order to:

- Identify areas of success and celebrate achievement.
- Review provision.

We will review assessment data, examination entries and results in all phases of learning in order to:

- Review individual progress and set suitable targets for individual academic progression.
- Identify areas of success and celebrate achievement.
- Identify departmental success and strategies which could be developed in different curriculum areas in which disabled students make less progress, using this as information to target support and CPD.

We will review attendance statistics for disabled students in order to:

- Target EWO support where applicable.
- Review individual timetables and curricular provision.

Freebrough Academy will regularly review its policy and practice on inclusion, and act on its findings, to increase the range and diversity of the support for disabled students, and to assure they achieve both their academic targets and their personal goals.

The views of those consulted during the further development of the plan will include:

- The views and aspirations of the disabled young people themselves.
- The views and aspirations of their parents/carers.
- The views and aspirations of other disabled people or voluntary organisations.

Consultation will take place through:

- The use of questionnaires.
- Parents meetings.
- Phone calls.
- Regular student reviews.
- Regular mentoring with students.

- Reviews with outside agencies.

**The main priorities in the Academy's plan:**

**1. Making reasonable adjustments for disabled students at different levels of Academy life**

- For the individual disabled student.
- In our practices and procedures.
- In our policies.

Reasonable adjustments meet the statutory requirements when they:

- Act to prevent disabled students being placed at a substantial disadvantage.
- Are aimed at all disabled students.
- Are anticipatory.
- Enable students to participate in education and associated services.

When deciding if a reasonable adjustment is necessary to avoid placing students at a substantial disadvantage, we will need to consider the potential impact on disabled students in terms of:

- Time and effort.
- Inconvenience.

**2. Improving the physical environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services:**

- The Academy is currently undertaking a review of specialist equipment, particularly technology equipment, to support the curriculum for students with particular needs transferring from primary school in September 2010.
- The Academy is currently undertaking a review of our physical environment to make reasonable adjustments for a student with Muscular Dystrophy/Cystic Fibrosis who transfers from primary school in September 2010.
- The Academy will review annually the interior of the Academy environment, including lighting, colour contrast, the acoustic environment and floor coverings as alterations to learning and social spaces occur within the Academy in 2010.

**New priorities will include:**

A further review of the needs of students who are due to join the Academy in September 2010 and reasonable adjustments made where necessary.

**3. Improving the delivery to disabled students of information that is provided in writing for students who are not disabled.**

The Academy will continually review how information is provided to disabled students/parents/carers, and how other methods could improve that delivery through:

- Continued consultation with students/parents/carers.

- Continued liaison with primary schools.
- Continued liaison with outside agencies.

Identifying the appropriate format must take account of:

- Students' impairments: access to information may be improved for particular groups of students by particular approaches, for example: students with learning difficulties may be able to access information more easily where it is provided in simplified language; students with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems; students with a visual impairment may be able to access information where it has been pre-recorded onto a CD or pod-cast.
- Preferences expressed by students or parents: consideration of a variety of different formats will be built into the design of information produced for students.

## **5.0 MANAGEMENT, CO-ORDINATION AND IMPLEMENTATION**

The Governing Body, as the responsible body, will take responsibility for the Academy's accessibility plan, setting a clear direction for it and reporting annually through:

- Ongoing liaison with the Academy's leadership team.
- Involvement of a designated governor in target setting and review on a regular basis.

**Adopted by Freebrough Academy**

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**Chair of Academy's Trust Board**

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**Principal**

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**Review Date**

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