


Falcon Learning Ltd

Accessibility plan



Falcons Learning
The Sky is the Limit

Approved by:	Stephen Wash	Date: 02/11/2021
Last reviewed on:	23/10/2024	
Reviewed By:	Stephen Wash	
Signature		
Next review due by:	23/10/2026	
Version Number	1.0	
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.
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.

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.

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				