



FURNESS

ACADEMY

Accessibility Plan

General arrangements and responsibilities

Approved by Governing Body			
Committee	Name	Signature	Date
Chair of the Board of Governors			
Headteacher			

Implementation date: Autumn 2017

Review date: Autumn 2019

Responsible for policy/document	Senior Site Manager
---------------------------------	---------------------



1.0 Introduction

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

1.1 The Academy's Governors/Principal are responsible for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Furness Academy.

1.2 It should be noted that the new building, now known as Furness Academy has been constructed with disabled requirements in mind and designed in accordance with the DDA requirements. The Academy does make realistic attempts to accommodate all parties with disabilities as part of our inclusive approach and will continue to develop and review accessibility on a continual basis.

2.0 Definition of Disability (Equality Act 2010)

"A person has a disability 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 carry out normal day to day activities" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '**substantial**' means '**more than minor or trivial**'. '**Long-term**' means '**has lasted or is likely to last more than 12 months**'.

2.1 The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

Disability is defined by the Disability Discrimination Act 1995:

A significant number of pupils are therefore included in the definition.

2.2 Normal day-to-day activity -

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

2.3 Key Objectives

Furness Academy is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

- To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- To reduce and eliminate barriers to access the facility for parents, visitors and staff with a disability.

3.0 Principles

- Compliance with the DDA is consistent with the Academy's aims and equal opportunities policy and the operation of the schools SEN Policy.
 - To recognise our duty under the DDA (as amended by the SENDA):
 - Not to discriminate against disabled students in their admissions and exclusions and of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
 - To publish an Accessibility Plan (Academy web site)
 - To ensure Governors and Staff (in performing their duties) will have regard to the Disability Right Commission (DRC) Code of Practice (2002).
 - To recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.
 - To provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
1. Setting suitable learning challenges
 2. Responding to pupils' diverse learning needs
 3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

4.0 Activity

The Academy will undertake the following activities to progress towards and achieve the key objectives as explained in this document thus far.

1) Education and Related Activities

The Academy will continue to seek advice from professional bodies and local authority's services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts.

2) Physical Environment

The Academy will take account of the needs of the pupil and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of Academy premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

3) Provision of Information

The Academy will make itself aware of changes in Government legislation and local authority's services, for providing information in alternative formats when required or requested.

5.0 Linked Policies

This Plan will contribute to the review and revision of related Academy policies below.

- Health & Safety Policy
- Supporting Students with Medical Needs Policy
- Administration of Medication Policy
- Educational Visits Policy
- Security Policy
- Premises Policy
- Fire Policy (including PEEP assessment)
- SEN Policy
- Curriculum Policy
- Equality Policy
- Behavior Policy

6.0 Site Access

1. The central location of the building and creation of a public realm directly accessing Park Drive, offers ease of orientation to the varying site uses.
2. The safety of pedestrians entering from Park Drive has been fully considered, with entrance area providing a safe space to gather and circulate away from traffic.
3. The majority of service vehicles and coaches will utilise the service yard on the upper level of the site adjacent to the sports hall and energy centre which incorporates an adequate turning and drop off space.
4. Kitchen delivery services will use the hard area to the west of the school building with for access with built in turning head at the building's western point.
5. Cycle parking is provided so that easy access can be gained via both entrance points (main entrance and eastern entrance). This has been achieved by splitting cycle storage provision between these two points.

6. The vehicular access to car parking will be via the main access point off Park Drive. All vehicular traffic for the Academy will enter and exit the site via this point.
7. Parking is provided for **151** parking bays included **9** disabled spaces, external spaces are designed in accordance with DDA Regulation requirements.

7.0 Building Design & Access

The building is conceived to offer a secure environment for the buildings users, and as such the main entrance to the building is focussed on the primary facade facing the plaza. This offers a wide entry point with two (one single and one double for DDA requirements) auto-opening sliding doors leading to the spacious reception point of the Academy.

The buildings footprint is design to allow full DDA to all levels, for every student member of staff and visitors. Levels 1 & 2 access can be gained from ground level (main reception & Sports community entrance) with access to level 2 via the internal lift.

8.0 Physical Access – The Current Position

The building is wheelchair accessible with a lift to facilitate movement between all three floors

- Student Support Services is located on ground Level
- Additional Needs Department is located on Level 2
- Space for small group work and individual work for targeted learners in AN Department
- There are 9 Disabled Parking Spaces in the main and community car park.
- All parents are asked if they require access arrangements for Parents 'Evening etc.
- Disabled toilet facilities are available throughout the building on all levels including Sports
- The physical environment is safe and welcoming
- Sound system (induction loops) in specific areas throughout the building
- Handrails on all stairs
- Coloured kerbs and edges on all internal and external stairs
- Clear visual signage throughout the building
- Coloured band separation on all power & data points (to support the visually impaired)

9.0 Personal Emergency Evacuation Plan (PEEP)

The Academy ensures a PEEP risk assessment is completed (by the responsible person) for any disabled/special needs student/ member of staff who would be in need of help/assistance to evacuate the building safely in the event of a fire.

The PEEP fulfils several purposes:

1. Ensures that those who need assistance discuss the most suitable strategies for any emergency evacuation.
2. Ensures that all members of staff involved are aware of what needs to happen in an emergency evacuation situation.
3. Fulfils our legal obligation to conduct and document risk assessments of means of escape from our buildings for those with a disability.

Through completing this process those who require assistance, and those who are tasked with giving it, will understand what is required of them.

A PEEP is completed for any individual who may need assistance in an emergency evacuation.

This would include the following:

- Mobility impaired people – including wheelchair users and those who may be unable to access the stairs, steps or narrow corridors.
- Sensory impaired people – who may not be able to hear audible or see visual alarm signals.
- Those who may have difficulty reading signage.
- Those with medical conditions (e.g. asthma) which may affect their ability to use the stairs.

In addition, there may be others who have identified themselves as needing assistance during an emergency evacuation. There are also some circumstances where an individual may need a temporary PEEP for a short period of time. For instance, this would include:

- Those with broken limbs or on crutches due to a temporary medical problem.
- Women in the later stages of pregnancy.

When completed, copies of the **PEEP** will be retained by the Health and Safety officer / Fire Safety Coordinator and communicated to any person identified to assist in the evacuation.

The Academy ensures that the arrangements agreed with the disabled person are actioned during an emergency.

10.0 Site Layout

The strategy and concept design of the Academy landscape is to capture the experience and the journey through learning in the landscape for each student and all users. The site lends itself to the creation of a series of experiences that uses every element of the character of the school grounds to benefit all site users with DDA requirements firmly in mind.

This landscape design has been developed to consider the approaches to the school and uses landscape features to aid legibility and connects the school with the community. The landscape plays an important role in helping to draw people into the site utilising and enhancing the existing positive features and character of the site to make it attractive from distant views.

11.0 Key design

A very simple approach of placing the user at the heart of the design process shapes the 'architecture' around both the functional and social idea within the building & premises.

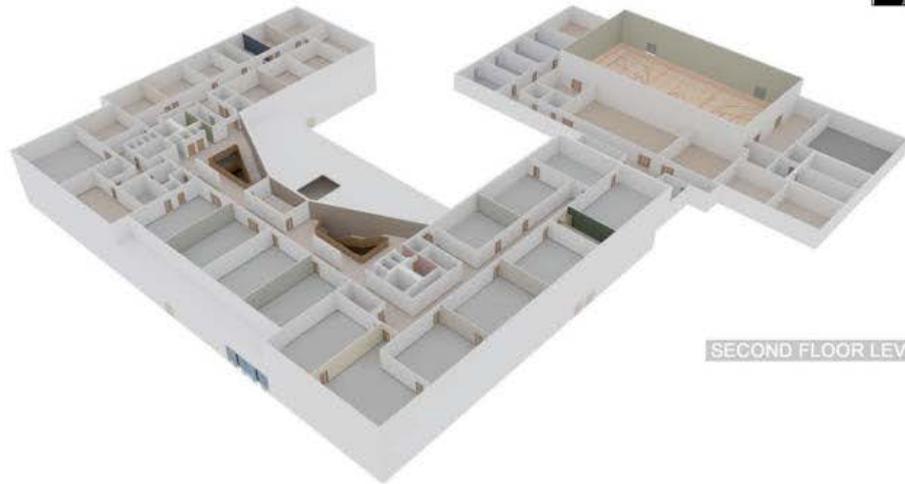
We are keenly aware of the value of good design; not only for its ability to "lift the spirits" but also for the added value design can bring to the user and community. We/the Academy believe that education is ultimately about economic and social regeneration and that the quality of the environment, delivered through architecture, can bring about lasting positive cultural change. Good architecture can be fundamental in the attraction of students and staff to a school.

The brief for the design is summarised as follows:

- Changing lives through learning
- Fully accessible community school to all users
- Inviting presence and identity – visual presence to the town
- Flexible design
- Strong concept with accessible presence with community and user integration
- Safe, friendly, secure concept
- Quality (accessible) external sports and play areas/spaces
- Assessable links between internal and external areas of the premise; pleasant safe spaces.
- Creating an inspirational learning environment for every user
- Providing a fit for purpose easy to use/access Academy
- Meeting today's needs and future changes
- Creating a learning centre for the whole community
- Linking with an accessible learning landscape
- Creating values

12.0 Priorities

1. To review the site annually using the Local Authority's accessibility framework
2. To address any concerns arising from the annual site inspection
3. To review the allocation, availability and state of repair of disabled access and car parking bays on site.
4. The Academy's Prospectus will make reference to this Accessibility Plan
5. The Academy's complaints procedure covers the Accessibility Plan
6. The Accessibility Plan will be published on the school website
7. The Accessibility Plan will be monitored and reviewed annually



SECOND FLOOR LEVEL



FIRST FLOOR LEVEL



GROUND FLOOR LEVEL

