

Accessibility Strategy 2026-2027

May 2026

1. Introduction

- 1.1. This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the Equality Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students", issued by DfES in July 2002.

2. Definition of Disability

- 2.1. Disability is defined by the Equality Act (2010):
- 2.2. "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."
- 2.3. You're disabled under the Equality Act (2010) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.
- 2.4. There are certain conditions which are deemed to automatically meet the definition of disability under the Equality Act (2010). This means if you suffer from any of the below conditions, you will be considered disabled under the Equality Act (2010) without having to satisfy the legal test outlined at 2.2:
 - 2.4.1. Cancer, HIV and multiple sclerosis;
 - 2.4.2. Blindness, severe sight impairment and partial sightedness (provided it's certified by a consultant ophthalmologist);
 - 2.4.3. Severe disfigurement, with the exception of unremoved tattoos and piercings.

3. Key Objective

- 3.1. To reduce and eliminate barriers to access the curriculum and to enable full participation in the school community for students, and prospective students, with a disability.

4. Principles

- 4.1. Disabled students not to be substantially disadvantaged.
- 4.2. The responsible body for an Academy must take such steps as it is reasonable for it to have to take to ensure that:
 - in relation to the arrangements it makes for determining the admission of students to the Academy, disabled persons are not placed at a substantial disadvantage in comparison with persons who are not disabled; and
 - in relation to education and associated services provided for, or offered to, students at the Academy by it, disabled students are not placed at a substantial disadvantage in comparison with students who are not disabled.
- 4.3. That does not require the responsible body to:

- remove or alter a physical feature (for example, one arising from the design or construction of the Academy premises or the location of resources); or
 - provide auxiliary aids or services.
- 4.4. Compliance with the Equality Act (2010) is consistent with the Academy's aims and equal opportunities policy, and the operation of the Academy's SEN policy.
- 4.5. The Academy recognises its duty under the Equality Act:
- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
 - not to treat disabled students less favorably.
 - to take reasonable steps to avoid putting disabled students at a substantial disadvantage.
 - to publish an Accessibility Plan.
- 4.6. In performing their duties, trustees and staff will have regard to the Equality Act and the SEN Code of Practice.
- 4.7. The Academy recognises and values 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. This process is outlined and reported in the Local Offer which is on the Fareham Academy Website.
- 4.8. As an Academy, through the Local Offer, we comply to offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural mental and physical development of students at the Academy and prepares students at the Academy for the opportunities, responsibilities and experiences of later life.
- 4.9. In the National Curriculum it states that:
- 4.9.1. Teachers should set high expectations for every student. They should plan stretching work for students whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for students who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.
- 4.9.2. Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.
- 4.9.3. A wide range of students have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every student achieving. In many cases, such planning will mean that these students will be able to study the full national curriculum. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of students will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.
- 4.9.4. With the right teaching, that recognises their individual needs, many disabled students may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these students can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

4.9.5. Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.9.6. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

5. Activity

5.1. Education & related activities

5.1.1. The Academy will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

5.2. Physical environment

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

5.3. Provision of information

5.3.1. The Academy will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

6. Access Plan

6.1. See attached Appendix.

7. Linked Policies

7.1. This plan will contribute to the review and revision of related policies.

- School Improvement Plan
- SEN policy/SEN Code of Practice
- Equal Opportunities policy
- Curriculum Policy

APPENDIX: THE ACCESS PLAN

		Objective	What	How	When	Goal Achieved
Short term	1	Access Arrangements for Year 9/10	Ensure under JCQ criteria that all students have fair access to national examinations	LUCID screening & NGRT testing from Year 7-9. Children who score a standardised score of 84, in the lower quadrant or below in on or more areas will be put forward for further testing and appropriate dispensation given	Ongoing	Completed
Short term	2	To ensure students who have a special educational need and or disability have equal access to an appropriate Key stage 4 curriculum	The Equality Act	The SENDCo to liaise with all stakeholder in providing qualifications that are appropriate for students with special educational needs	On going	Completed
Short term	3	To ensure young people with SEN or a disability have equal access to extra curriculum activities/ enrichment the same as young people who do not have a SEN or disability.	The Equality Act	All staff add a layer to their planning to ensure reasonable adjustments are made to ensure young people with SEN and or a disability can access extra curricular activities.	On going	Completed

		Objective	What	How	When	Goal Achieved
Medium	1	Staff training to understand the support needed for students who have	CPD training for teachers & LSAs	In-house CPD delivered by the SENDCo	Ongoing	Ongoing- SEND briefing to all staff on a 3-week cycle

		specific learning difficulties.		specialist online course for LSAs		
Long term	1	To ensure the Resourced Provision for children who have a hearing loss is managed by a qualified Teacher of the Deaf.	Postgraduate Diploma or MA in Deaf Education	Course	September 2025	Completed
Long term	2	To work in conjunction with the LA to ensure young people who have an EHCP and awaiting to be placed in a specialist provision have appropriate access to education.	Creation of a satellite provision- SENCo has visited specialist SEMH provisions to advise on the classroom and environment and curriculum choices.	Bespoke provision created to support the individual needs of students with SEMH	Ongoing	Ongoing