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**Focus 1st Academy**

**Three Year Accessibility Plan**

**Inline With The Equality Act 2010**

**Focus 1st Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment!**

Working in Partnership with North London Schools & Local Authorities; Est. 2000

Accredited Independent School Status in 2014 (DFE Registration N0. 308/6003)

**Contents**

[Focus Inception 3](#_Toc108698468)

[Focus Ethos 3](#_Toc108698469)

[Focus 1st Academy - 3 Year Accessibility Plan 4](#_Toc108698470)

[Accessibility Plan 4](#_Toc108698471)

[Purpose of the Plan 4](#_Toc108698472)

[Aims 4](#_Toc108698473)

[Three Year Accessibility Plan 2014-2017 5](#_Toc108698474)

[Accessibility Plan 5](#_Toc108698475)

[Reference - Equality Act 2010 5](#_Toc108698476)

[It is our duty to ensure that: 5](#_Toc108698477)

[Principles: 6](#_Toc108698478)

[Information from student data and school audit: 6](#_Toc108698479)

[Three Year Accessibility Plan 2018-2020 7](#_Toc108698480)

[Accessibility Plan 7](#_Toc108698481)

[Aims 7](#_Toc108698482)

[Objectives 7](#_Toc108698483)

[a) The building and grounds 7](#_Toc108698484)

[b) Teaching and learning: 8](#_Toc108698485)

[c) Communication methods: 8](#_Toc108698486)

[Stamping out on offensive weapons. 9](#_Toc108698487)

[Three Year Accessibility Plan 2020-2023 – Phase 1 10](#_Toc108698488)

[Accessibility Plan 10](#_Toc108698489)

[Monitoring and Review 10](#_Toc108698490)

[Three Year Accessibility 2020 /23 - Phase 2 11](#_Toc108698491)

[Accessibility Plan 11](#_Toc108698492)

[Three Year Accessibility Plan - 2023/26 Phase 3 13](#_Toc108698493)

[Accessibility Plan 13](#_Toc108698494)

Focus Inception

*Focus 1st Academy was set up in the year 2000 using European Social Fund and Match Funding by the L.B. Enfield to provide education & training. To-date we have defied all the odds and was awarded the Independent School status in August 2014. This enables us to work in partnership with schools and local authorities to provide an alternative method of education for 14 to 16 year olds and for students with Special Educational Needs: BESD. Our student referrals are sometimes some of the most vulnerable young people and it is our duty to ensure that they are equipped with the appropriate skills and qualifications to ensure full participation within further education and then into the modern workplace. Our team of professionals consisting of tutors, tutor assistance, pastoral support staff and mentors to nurture the students ensuring our work-based-learning (if on work-experience) approach alongside a variety of techniques are utilised and compatible to ensure the prevention of social and economic exclusion prior to adulthood, which is underpinned through the subjects delivered whilst in classroom environment as well as on an individual basis.*

Focus Ethos

*Our curriculum fulfils the need of students who are disengaged from academic studies and may be exhibiting behavioural problems as a result. Our hands-on approach to learning creates an inspirational motivation for students wishing to pursue a career via the vocational route. The students are taught methods on how to improve their social skills in preparation for work/apprenticeship schemes and/or further education by learning in real-life situations and participating in sports, art and drama to express emotions.  We believe that all individuals have a certain quality, which is sometimes concealed due to lack of confidence, mixed sentiments or disabilities.  As such, recognising and coming to terms with barriers is a small part of the conflict, we are certain that all individuals are aware of their own weaknesses; the most vital part is engaging with professionals and adhere to individual training plans set which in turn prepares our students for economic and social integration into adulthood.*

Focus 1st Academy - 3 Year Accessibility Plan

Accessibility Plan

To be read in conjunction with all policy documents, in particular the *Equality and Diversity Policy*, including the DFE’s Keeping Children Safe 2021 & Working Together to Safeguard Children 2018 and our Special Educational Needs, Health & Safety and Admissions policies.

For anything related to employment, please refer to our Staff Handbook. This document is a statement of the aims, principles and strategies for meeting the requirements of the Equality Act and the Disability and Equality Duty in Focus 1st Academy.

Purpose of the Plan

Aims

All our students, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for students and prospective students, staff, parents and visitors with a disability.

Here, we outline how we will endeavour to promote disability equality for all disabled students, staff, parents, and visitors to our school, over the next three years.

Three Year Accessibility Plan 2014-2017

Accessibility Plan

Reference - Equality Act 2010

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The Equality Act 2010 aims to protect disabled people and prevent disability discrimination.

It provides legal rights for disabled people in the areas of: employment and education; *here in Focus 1st Academy we strive to meet the needs for the most vulnerable students with disabilities.*

The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled. For more information, please visit http://homeoffice.gov.uk/equalities/equality-act/

It is our duty to ensure that:

* We do not to treat disabled students less favourably for a reason related to their disability
* We will make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
* We will plan to increase access to education for disabled students
* We do not discriminate against anyone as outlined in policies and procedures
* We do not allow any form of harassment of student with a disability
* We will always do our utmost to safeguard our students
* We will promote positive attitudes towards anyone living with a disability
* We will remove barriers [where applicable] which may discourage disabled students from playing a full part in the life within our school
* We will encourage full participation by everyone in our school activities

Principles:

Compliance with the above-mentioned legislation (s) is consistent with the school’s aims, Equality & Diversity Policy and the operation of the school’s Special Educational Needs & Disabilities (SEND) Policy.

We recognise that it is unlawful to discriminate against a disabled student by excluding him or her from the school for a reason related to the student’s impairment

When recruiting staff and or students, disabled students and/or staff will not be discriminated against.

We recognise and value parents’ and carers’ knowledge of their child’s disability and seek partnership and consultation.

We provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students. Owing to regularly and vigorous inspections our procedures and polices are reviewed and updated inline with the awarding body guidelines (OCR & BCS) this underpins and endorses the key principles in the National Curriculum 2022 for inclusion. Underpinning the development of a more inclusive curriculum by,

* Setting suitable learning challenges
* Responding to students’ diverse learning needs
* Overcoming potential barriers to learning and assessment for individuals and groups of students
* Ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting students’ adults with disabilities

Information from student data and school audit:

Information about the needs of disabled students [if applicable] is to be gathered via the

* Admission information process
* Parental/Guardian and child information
* Educational Professional’s reports
* Reports from other appropriate specialists
* Recruitment process - at the interview stage
* Discussion with relevant medical professionals and other outside support agencies when deemed necessary to clarify an area of concern
* Achievements of disabled students are gathered through on-going assessment and records of achievement.

Three Year Accessibility Plan 2018-2020

Accessibility Plan

Aims

To continually compile a Disability Register; information inserted marked disability onto the student database/file.

To consult with students (with or without a disability), staff, parents/gradians, and members of our community with relevant experience on; barriers to learning and to full involvement in school life (in September 2018; this is now a question on the referral form which is now established at the very early stages - during the interview process)

If agreeable, ask the students concerned to share with their peer group, their understanding of having a physical difference

To invite into the school, people with differences to share their experience and awareness that differences are part of the structure of society as a whole, this has proven successful so we aim to continue in the same manner.

To forge a link with a local school, to share their knowledge and understanding (we are in the process of forging links with Broomfield School to work in partnership RE: our Exams Policy – June 2016] This didn’t transpire so we have forged links with Ashmole School instead.

Objectives

Assess and evaluate information gathered from school community and begin to action improvements to reduce and eliminate barriers to the curriculum, to fuller aspects of school life and the school environment, for all. We now have a wider curriculum offering more recognised qualifications than previous years.

These may include:

1. The building and grounds

We are in the process of modernising the building, to-date June 2018, we have put new flooring down, new signage, painting & decorating, new safe. We have purchased a new telephone system, photocopier and new ICT equipment; we are currently making enquiries into the purchase and gates for the rear carpark and turning it into a playground. We still continue to improve our building with limited funds however; the fundamental facilities are in place.

Focus 1st Academy will search for funding, via local police, or local authorities to turn the carpark into a school playing ground which will combat any anti-social behaviour perceived by the neighbours and in-turn create a better environment internally and externally.

1. Teaching and learning:

Within our curriculum we have now - June 2016 incorporated GCSEs to broaden our curriculum and to create a sense of worth and equality. We have just completed the exams for English and we hope to increase the subjects for next academic year. As well as GCSE, OCR & BCS, this year 2017 we have introduced AQA Preparation for Working Life as our new addition to the curriculum. The qualification for Preparing for Working Life will soon be withdrawn from AQA however; we have taken steps to ensure equality of access via GCSE by introducing GCSE Science and PE to our provision for the academic year 2018/19. To—date we now offer GCSE in the core subjects Maths, English, Science and PE as well as functional skills in Maths & English and ICT/ECDL-BCS.

We will review and monitor to ensure disabled students make progress in line with their abilities; we will then evaluate and adapt our practice accordingly.

We have purchased projectors and new sound equipment; however, we have purchased new posters etc but recognise that we do need to research materials that will ease the learning process for students with learning difficulties in 2018. To-date in 2018 we have purchased 3 iMac computers and increased lighting in the hallways.

Academic progress is monitored by continual assessment

These is now carried our as daily route checks and completed assignments documented and filed as always.

* Additional support will be provided where possible; we have increased the teaching staff level to provide additional support as well as mentoring sessions.
* Individual targets and plans ensure aptness of teaching and learning strategies
* Tracking system is more frequently updated
* Plans to be reviewed every term
* And plans are now reviewed as an ongoing process
* Regular communication with parents will be maintained.

We are in continual contact however; we are now incorporating parent evening within our provision.

1. Communication methods:

* Use of interactive whiteboards
* We have overhead projectors which were purchased in 2014 and 2015.
* Use of ICT resources by students

In 2018 we purchased new ICT equipment however; we still more to buy and we are currently looking into this. In 2018 we have purchased a new photocopier and learning materials for each individual student for the new academic year 2018/19.

Visual timetables for some students

Timetables are on the displayed on the walls of each class and as of September which may vary throughout the year as the cohort grows. Each student will have their own personalised one which is also be shared with the parents.

Letters to parents – re any changes to timetable and exam dates are all put in writing

As well as our new method of texting since June, [this is not a replacement] as we still communicate via telephone calls and letters too, we have seen a higher level of parental participation.

Diary and news pages on the school website

June 2019 - Up dated the website with news pages as well as a newly created Facebook page; diary still process. Last up-dated our website in June 2019.

Informal discussions with parents on a more frequent basis [2019]

Owing to the size educational establishment that we are we regularly participate in informal discussions and informal meetings as well as unannounced home visits when deemed necessary.

Stamping out on offensive weapons.

In 2018, we introduced a stop and search with our new Metal Detector Wand; this is carried out on a random basis. This still continues to-date.

Three Year Accessibility Plan 2020-2023 – Phase 1

Accessibility Plan

Telephone messages and conversations with parents

All telephone conversations are documented on the database; we have now invested in a school mobile telephone to send text messages to parents and we are looking into purchasing a programme so that this can be carried via computer which will automatically be saved to the database. Telephone messages are kept as evidence and later relayed in register to the referring school, if of a serious nature, commenced in 2018 as an additional measure and continued to-date 2018 & 19.

Continue to action improvements

Review the impact of school policies and practices on disability equality. Include the whole school community in this process.

All policies are currently being reviewed each year approximately in June and adapted as applicable.

The school will report on the scheme annually each year.

Monitoring and Review

This policy is reviewed on a three-year cycle by the Headteacher and in the interim on a yearly basis or when changes are made to relevant legislation or standards. The new three-year cycle has commenced.

We are working with an increased variety of warding bodies to ensure that we have a wide curriculum to suit all of our students’ individual needs, this includes AQA, NCFE, OCR, EDEXCEL, & BCS.

Three Year Accessibility 2020 /23 - Phase 2

Accessibility Plan

Incorporate school trips to related learning at least 2 times in the academic year i.e for history the Natural History Museum, where students will be able to develop their understanding in a way that is impossible in the classroom. Seeing sites and objects first hand allows students to truly think about the past and understand the reality of the situation. Implemented for 2022.

Research into more teaching programmes i.e HEP for all subjects in the 2023/4 academic year

Begin to bring external professionals for PDP training for staff to underpin online learning, to implement in September 2022/3.

Introduce the team teach training to staff (this is for staff to be trained on how to restrain a student should they need to, for safely) implement in new academic year, 2022/3

We have looked into introducing an electronical signing in system for staff and visitors however; our budget will not permit this at this moment in time; this will be looked into again in the autumn term of 2023.

New equipment, we have invested in a new music programme and ten new computers in 2020 however, we need to update at further 10 computers. The server works very slowly and some work has been carried out but ideally the system needs updating, we envisage a new server in place for 2024.

Replace Fire Alarm – the system is in good working order however; we should look at replacing the old system with up-to-date technology. Finances permitting, we can research for a new system in preparation for the new academic year 2023/24.

Update interactive w/b system; foreseeable in 2024.

Staff currently communicate via WhatsApp as a group when in need for a prompt reply. However, this is not ideal as we are not displaying good role-models – we will invest in a Walkie Talkie/Tannoid system for staff to communicate rapidly when needed. Cairo to research the most suitable system

Lunchtime patrol to be increased from one to two members of staff with immediate effect April 2022. One member inside the school and the other outside.

To ensure that we keep up to-date with internal verifications, ILPs and peer lesson observations – I have appointed Andrea Kattirtzi to take sole responsibility to ensure that these deadlines are met however, until Andrea returns from maternity leave Lucy, will take on this role.

As a school we should display a school calendar of meetings this should be displayed in the reception/office – this will enable all staff members to have easy access to staff availability and whereabouts. Sarah Barker to purchase calendars and ensure this is upheld.

We need to create a folder of letters sent out i.e. so that we have a folder of evidence RE: parent evenings, school trips etc. As Chris Cider constructs parental letters it would seem most logical that she keeps a log and an example of letter (s) that went out to parents.

To ensure that lessons to start and finish on time we have recently purchased a bell – this responsibility will lay with Cairo who patrols the school around the change of lessons.

Marina Savva to create alerts for when DBS and course expirations dates laps – to be done with immediate effect.

Student absences need to be addressed. Sarah has raised this with Ian Fordham and he will provide her with a point of contact for an EWO so that they can work collaboratively to reduce truancy. I believe that fixed penalties will be issued in a bid to support decreasing absentees however, I am sceptical as most of our students come from low-income families.

We recognise that space can be an issue when classes are at full capacity and that there is little room for manoeuvre when there is a TA in the class, hence the reason for opening satellite centres. We aim to open a new site centre which is a five-minute walk from our current location; this has been approved by Ofsted and we envisage this to commence in October 2022.

Wand searches to be testified with immediate effect, Cairo to address this, as a matter of urgency.

Focus must implement deadlines at each team meeting to ensure that items are dealt with to eliminate repetition – Marina to implement.

Focus to adapt and to eliminate the use of paper, we need to invest in programmes (not just for a paperless school) but for security reasons too – Sarah is already in discussions with Ian Ford regarding a point of contact on this matter.

Football Tournaments need to be organised, Marina Savva will organise this in tandem with Tottenham Hotspurs and Stevenage FC – underpinning GCSE PE learning

Three Year Accessibility Plan - 2023/26 Phase 3

Accessibility Plan

Focus 1st Academy is aiming to become a throughflow school catering for KS 1, 2, 3, & 4 students. Our students come with mixed sentience and sometimes experience difficulties accessing mainstream education owing to poor attainment, low academic ability, school phobia, bullying etc and as a result are referred to our school. We encourage and support by raising aspirations in a nurturing environment and keep mental and physical health, students with special educational needs at the heart of what we do.

Established in the year 2000 - we come with a wealth of experience and long-standing staff, together over the years we have created the school we are today and are now ready to widen our horizon’s. We currently offer high-quality on-site learning and work-experience for years 9 & 10 (non-compulsory) and therapeutic interventions to meet all students varied and complex needs via mentors and trained Child Psychologist. We work with Schools and Local Authorities to support the students from schools in North London and we currently work with the L.B.,

* Camden
* Islington
* Haringey
* Enfield
* Barnet
* Hertfordshire

to help prevent social and economic exclusions and to re-engage students back into education, this could be in the form of mainstream school or remain with us permanently. All students are supported prior to post-16 provision with applications for apprenticeships or full-time college or sixth form placements. We offer education on full time basis to students with, ECHPs and looked after children as well as students with emotional and complexed issues.

Focus 1st Academy is situated directly opposite Arnos Grove Tube Station with numeracy bus routes that service our school - we will remain as an established school at, *339 Bowes Road, London N11 1BA.*

We have recently been approved by Ofsted to increase our capacity to 49 students with the extended new location that is within a five-minute walk of Focus 1st Academy – Bowes Road. We aim to support mainly Key 3 and a few KS 4 at the new site… The address for this location is ***Woodland Rd****, Arnos Grove, London N11 1PN*. We are aiming to become operational in **September 2022.**  At this site we have a large hall that we can use for indoor PE as well as Art and other practical activities such as Beauty.

In addition, we have submitted an expression of interest to the DFE to open a throughflow school but mainly. This provision will be based upon Creative and Preforming Arts with incorporated sports. These activities will allow students to articulate themselves and in turn become socially and economically active participants in society through to adulthood. This gives students the opportunity to explore and express their emotions through sports, music, art and dance which is at the heart of our approach to supporting good mental health and wellbeing in schools. The new school will be based in *Laura Trott Leisure Centre,* ***Windmill Lane, Cheshunt EN8 9AJ***. We are very passionate and believe that the additional environment will enable access to endless and amazing facilities such as a swimming pool, basketball, dance studio, squash courts etc and open up new horizons. Primary school students will be gaining their academic education taught from the National curriculum and Secondary school pupils will be working towards their GCSE’s. We ensilage the new site becoming operational in **January 2023**.

New premises are currently going through at Barnet Council for planning permission as our current landlord is proposing work to be build us an additional school, the address is ***Nether Street N3 1NT****.* As this is at the very early stages, we will establish the market needs at the time and then apply for appropriate the Key Stages however, we envisage KS, 3 & 4. We aim to open approximately in **September 2024**.

Our ethos is to provide the life skills and experiences needed each day they attend school. Our main focus is to tackle mental health, confidence building and improve the student’s well-being through the various activities outlined above. Each student will be carefully placed in each site to improve social and academic ability to enable then to reach their maximum potential.

Last reviewed: June 2015

Latest review: June 2016

Latest review: June 2017

Three Year Accessibility Phase 2

Last review: June 2018

Last review: June 2019

Last reviewed July 2020

Three Year Accessibility Phase 3

Last reviewed September 2021

Last reviewed April 2022