

<b>Accessibility Statement and Plan</b>	
Policy Ref:	Gen001
Status	
Purpose	To ensure that we recognise our duties under the Equalities, DDA and SEN and Disability Acts to ensure that we provide a fully accessible environment for all pupils, staff, parents/carers and visitors to the Academy.
Committees	Staff and Pupil Wellbeing (review annually)
Other linked policies	
Issue date	August 2018
Review Date	September 2019

## Introduction

1. At Victorious Academies Trust and at Discovery Academy we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
2. We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness tolerance and inclusion.
3. As a Trust and within the academy we recognise our duties under the Equality Act 2010 Schedule 10 (included at Appendix 1), the Disability Discrimination Act 1995 and the SEN and Disability Act 2001 (SENDA):
  - Not to treat disabled pupils less favourably for a reason related to their disability
  - To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
  - To plan to make reasonable adjustments to the school buildings where necessary to meet the needs of disabled pupils
  - To increase the extent to which disabled pupils can participate in the school curriculum
  - To review and improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
  - Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

## Accessibility Plan

4. The Discovery Academy buildings and facilities are all newly designed and constructed and as such should comply with all relevant documentation. Where appropriate though the Trust and the academy will ensure that the facilities cater for all accessibility requirements and the plan will contain relevant actions to:
  - Review and where appropriate improve access to the physical environment of the school, including specialist facilities if considered necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary, to ensure that pupils with a disability are, equally prepared for life as are able bodied pupils. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the academy facilities.
  - Improve the delivery of information to pupils, staff, parents/carers and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events both printed and web based. The information should be made available in various preferred formats within a reasonable time frame.

5. As the Academy grows in size with more pupils and staff on site, more of the building is utilised (including the upper floor), more use is made of the external spaces, whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
6. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - Health & Safety Policy
  - Special Educational Needs Policy
  - Supporting Children with Medical Conditions and Administration of Medicines Policy
  - Trips and Residential Visits Policy.
7. The Accessibility Plan for physical accessibility is the responsibility of the Local Governing Board . It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
8. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

#### Physical Environment

9. There are no areas of the academy to which disabled pupils have limited or no access at the moment. Disabled pupils can participate in extra-curricular activities.

#### Curriculum

10. Through planning for individual need, we aim to provide as inclusive an approach as practically possible.
11. Some areas of the curriculum may present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

#### Information

12. Different forms of communication will be made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information will provided in a range of different formats available for disabled pupils, parents and staff as needed.

#### Management, coordination and implementation and review

13. We will consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
14. The Governors and Senior Leadership Team work closely with the Trust and other partners as appropriate.
15. We work closely with parents to consider their children's needs.
16. The policy is reviewed annually and/or as children's needs change.

17. The annual review is then shared with staff.

18. We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

### Complaints

19. The academy works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Associate Principal. The SEND governor or Chair of the Local Governing Board may be involved if the complaint is not resolved satisfactorily.

### Action Plan

To increase the extent to which disabled pupils can participate in the school curriculum.

Access to the curriculum					
Priority	Responsibility	Strategy Action /	Resources	Time	Success Criteria
Develop inclusive quality teaching	All teaching staff	Information for teachers on differentiating and specialising the curriculum for pupils with additional needs	Staff meeting		Increased access to the curriculum  Needs of all learners met with reasonable adjustments
Appropriate use of specialised equipment to benefit individual pupils and staff	Associate Principal and appropriate staff	Reasonable adjustments in the classroom are made  Commit to provide appropriate resources to meet staff and pupil needs	Specialist equipment		Increased access to the curriculum and the needs of all learners are met
Parent and pupil feedback	All staff	Parent feedback  Parents consultations  Specific consultation with parents of pupils with SEND			Feedback used to inform future priorities and school improvement
Availability of written material in alternative / adapted formats	Associate Principal and appropriate staff	All staff and parents made aware that they can request information in alternative formats			Written information available in alternative formats and language on request.
Improve educational experiences for SEND pupils	Associate Principal and appropriate staff	Develop appropriate spaces as			All children have access to the appropriate

		required for specific pupils			spaces to meet their needs.
Improve the quality of provision for children with specific special needs	All staff	Develop appropriate spaces as required for specific pupils			Appropriate spaces available for pupils and prioritised for targeted pupils.  Provision is effectively targeted to meet the needs of individual pupils with complex needs.
Before and after school activities are planned to ensure, where possible, the participation of the whole range of pupils	Associate Principal and appropriate staff	Review all before and after school provision to ensure it is accessible to all pupils			All provision is provided in an inclusive environment with appropriate staff that ensures inclusion for pupils with a wide range of needs.

**Aim 2: Access to the physical environment**

Access to the physical environment					
Priority	Responsibility	Strategy / Action	Resources	Time	Success Criteria