

ACCESSIBILITY STATEMENT AND PLAN

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| Policy Ref: | Gen001 |
| 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 |
| Issue date | September 2021 |
| Review Date | September 2024 |

Introduction

1. Discovery Academy is 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. Discovery Academy has three key duties towards disabled pupils and takes account of the following in doing so - Children and Families Act 2014; Equality Act 2010; SEN Code of Practice 2014 (updated 2015); Disability Discrimination Act 1995/2005; SEN & Disability Act 2001:
 - 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 ensure access to education for disabled pupils.

Definition of Disability:

4. Disability is defined by the Disability Discrimination Act 1995/2005 (DDA):
'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.'

Mission, Vision and Values

5. It is our **mission** to provide an educational journey and experience that is second to none, to be a beacon in our communities and to leave our children and families with the lasting impact of a fulfilled potential and a lifelong love of learning. In providing excellent educational services we aim to become the school of choice in our local area and provide a place where children can thrive educationally and personally day after day.

6. Our **Vision** is that we believe in aspiration for all. This means nurturing, supporting and developing every aspect of every single child in our care. We want to create a world where the sky is the limit for all of our pupils; building pathways for all and focusing on personal and academic success and eventually progress to successful employment.
7. Our **values** are:
 - Inspiring – Encouraging all to be as creative and motivating as possible;
 - Discovering – Seeking opportunities to expand knowledge and experience;
 - Caring – Providing support and guidance for the whole school community;
 - Improving – Striving to better ourselves at all times; and
 - Achieving – Teaching to attain aspirational targets.
8. For our pupils this means:
 - Inspiring – making somebody else want to do something positive;
 - Discovering – finding out about our world we live in;
 - Caring – looking after each other and thinking about others;
 - Improving – getting better at things because we keep trying; and
 - Achieving – getting something by working hard for it.
9. At Discovery Academy we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Pinfold Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.
10. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:
 - girls and boys;
 - minority ethnic and faith groups;
 - children who need support to learn English as an additional language;
 - children with special educational needs and/or disability;
 - gifted and talented children;
 - children who are vulnerable;
11. We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Accessibility Plan

12. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.
13. 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.
14. We currently have a wide range of children of all backgrounds, needs and abilities. Currently this includes (but not exhausted to):
 - asthma
 - hearing impairment

- global developmental delay
- epilepsy and ACC
- rare syndromes inc. gene deletions
- allergies
- ADHD – medicated
- diabetes
- language disorder
- ASD
- Social, emotional and mental health issues
- Moderate and severe learning needs
- EAL families
- Religious groups – Jehovah Witness, Islam, Christian

15. We collect information from admission forms to ensure we are prepared for children when they arrive in school and to meet their needs appropriately.

16. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

17. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Equality Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy.

Accessibility Plan

18. 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.

19. 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

20. 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

21. Through planning for individual need, we aim to provide as inclusive an approach as practically possible.

22. 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

23. 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 be provided in a range of different formats available for disabled pupils, parents and staff as needed.

Management, coordination and implementation and review

24. We will consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
25. The Governors and Senior Leadership Team work closely with the Trust and other partners as appropriate.
26. We work closely with parents to consider their children's needs.
27. The policy is reviewed annually and/or as children's needs change.
28. The annual review is then shared with staff.
29. We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

Complaints

30. 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

| | Issue | Action | People/Resources | Timescale | Success Criteria | Monitoring Method: Who? How? |
|---|--|---|---|------------------|--|--|
| 1 | Access to disabled toilet – require staff assistance | To ensure staff made available should occasion arise | Teaching assistant in class | In place | Pupils able to access disabled toilet | Ongoing |
| 2 | Raise staff awareness of disability issues whenever appropriate | School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities. | Trust Health Authority. Disability Rights Commission All school staff. | On-going | Teachers and TAs aware of issues. Detailed information & support available/passed on by staff. | Principal SLT SENDCo ClassTeachers TAs Other non-teaching staff |
| | | Promote disability equality via <ul style="list-style-type: none"> • Staff meetings • PSHE lessons • Assemblies • Celebrating difference • Disability workshop | Whole staff Outside agencies | On-going, termly | Increased whole school awareness of disability issues | SENDCo All staff |
| 3 | Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities | Thorough planning. Advance visits. Risk assessments. | Visit leaders. Principal Other relevant professionals -eg OT | On-going | School trips and residential visits are accessible for all pupils. | Principal Trip leaders. Feedback from pupils |
| 4 | Ensure that after-school clubs and care provision facilities are accessible for all pupils | Ensure access is available for all pupils including those with physical/sensory disabilities. Provide adult support if necessary. Make physical adaptations as required. | Leaders of after-school clubs. | On-going | After-school clubs and care provision is accessible for all pupils. | Principal SLT SENDCo |

| | Issue | Action | People/Resources | Timescale | Success Criteria | Monitoring Method: Who? How? |
|---|--|--|---|--------------------|--|---|
| 5 | Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability. | Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas. | All staff. Subject Leaders. Advisors for sensory impairments and Pupil Support LA support staff SEN Team in LA | On-going | Curriculum is fully accessible for all pupils eg. ipad for communication where language disorder | Principal SLT. SENDCo. |
| 6 | School policies make reference to provision for pupils with difficulties & disabilities | Policies to include advice that could be employed when planning for pupils with difficulties or disabilities. | Whole staff. Subject leaders. | On-going | Policies include provision for pupils with difficulties or disabilities. | Principal Subject leaders. |
| 7 | That school building is accessible to all. | FM team to do daily, weekly and other time managed checks to ensure accessibility for all Annual SEND visit from LGB | Principal FM team LGB | 2021 academic year | That front door/entrance to school is accessible by all with independence | Principal Governors |