



Academy Statement

Accessibility Plan

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| CEO approval: | Sean Kelly | Date: December 2022 |
| LGB Cluster ratification | Autumn Board | |
| Last reviewed on: | December 2022 | |
| Next review due by: | December 2023 | |

1. Vision and values

- 1.1 Through partnerships with local communities, Denewood Academy will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners. We will ensure that all our learners including those with a disability, aspire to the highest of standards, are economically aware and make a positive contribution to the wider world. In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively, the staff, trust and governance aim to work with the wider school community,
- a) Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
 - b) Set high standards and targets for all pupils including those with a disability.
 - c) Provide a safe and secure learning environment for all pupils.
 - d) Develop pupil collaboration and independent learning opportunities.
 - e) Make sure that all pupils are happy and fulfilled having a positive self-esteem.
 - f) Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
 - g) Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
 - h) To positively encourage awareness and acceptance of disability both in and out of the classroom.
 - i) Not to treat disabled pupils differently for a reason related to their disability;
 - j) To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
 - k) To plan to increase access to education for disabled pupils

2. Definition of disability:

- 2.1 Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:
- a) He or she has a physical or mental impairment
 - b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

3. Purpose of the plan:

- 3.1 To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the academy community for pupils, prospective pupils and adult users with a disability. This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the academy curriculum;
- b) improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery of information which is readily accessible to pupils who are not disabled. The academy's accessibility plan is resourced, implemented and reviewed and revised as necessary

4. Monitoring arrangements:

- 4.1 This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. Links with other policies. This accessibility plan is linked to the following policies and documents:
- a) Special educational needs and learning policy
 - b) Special educational needs (SEND) information report
 - c) Supporting pupils with medical conditions policy

5. Increasing the extent to which disabled pupils can participate in the academy's curriculum

- 5.1 Increasing access for disabled pupils to the academy curriculum and improving teaching and learning lies at the heart of the academy's work. Through self review and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the academy that all children are enabled to participate fully in the broader life of the academy. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

| Target | Strategy | Outcome | Time scale | Responsibility |
|--|---|--|------------|---|
| Increase confidence of all staff in supporting a range of needs across the curriculum. To ensure effective deployment and management of resources to meet the needs of pupils with SEND. | Personalised CPD for teachers to include how to support children with a range SEND, ensuring their needs are met (E.g. hearing impairment/ASC/ Physical disabilities) CPD on assessment, target setting and planning for differentiated/scaffolded curriculum. Support and coaching in planning and delivering lessons to children with SEND. Tier 1 ASC training for staff by Communication and Autism Team. | All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum. A range of teaching styles and strategies evident in learning walks and book scrutiny. SEND pupils needs are met and they are making at least expected | On going | SENCO Subject specific working parties |

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| | | progress in core skills (writing, math and reading plus social skills). | | |
| To ensure progress of SEND pupils is evidenced in a variety of ways and implement new progress measures | Staff training on the SPTO software for tracking and monitoring progress. | Regular assessments in place to monitor the progress children are making and use to identify appropriate intervention support. | July 2021 | Head teacher SENCO |
| Ensure classroom support staff have specific training on disability issues. | Support Staff to access appropriate CPD for example, precision teaching autism and HI courses as appropriate. Opportunities to work with outside agencies on how best to support children in their care. | Support staff are able to meet the needs of children in their care. A range of support staff will have specialist skills through training received. E.g. ASC level 1/2, team teach etc. | On going | SENCO |
| All educational visits to be accessible to all. | Sharing guidance for staff on making trips accessible. Share care plans with staff for individual children. Ensure each new venue is vetted for appropriateness. Risk assessments take into consideration medical needs and disabilities and appropriate provision is put into place | Trips will be accessible to all children and all staff will be competent in supporting children with additional needs and disabilities. All pupils able to take part in a range of activities. | On going | Evolve Lead, SENCo. All staff involved in planning trips and supporting children on them. |
| To ensure PE is accessible to all and extra-curricular activities. | Inclusion sports so that all can participate in sporting activities. Staff to be aware of children's limitations and care plans | All children will be able to participate in sports and extracurricular activities with reasonable adjustments despite having a disability. Children with a disability to have the opportunity | On going | All staff SENCO Evolve lead |

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| | | to participate in sporting events alongside children with disabilities. | | |
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6. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

- 6.1 Denewood Academy is a single storey building. The ground floor is fully accessible. There are disabled toilet facilities and changing area facilities. The academy will take account of the needs of pupils and other users 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.

| Target | Strategy | Outcome | Timescale | Responsibility |
|--|--|---|------------------------|--|
| Ensure all disabled pupils can be safely evacuated. | Put in place and keep updated Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Fire Marshalls to receive updated training on how to evacuate all persons, including disabled people safely and a plan to be updated. Fire drills to ensure speedy evacuations and identify any issues | All staff are clear on evacuation procedures for pupils. Clear understanding of the individual needs to safely evacuate all people. Any issues to be addressed immediately and plans amended appropriately. All persons with disabilities able to access and evacuate areas of the buildings | On going Termly | Site Manager/Head teacher/SENCO |
| To ensure the accessibility of all disabled persons. | All corridors, entrances to be kept clear of obstructions. Learning environments to be clear and tidy to support all pupils with disabilities including sensory needs including displays | Pupils and people with disabilities to be able to move around the academy safely. Improved access to learning environments for all pupils. | On going | All staff/Site manager |
| To identify any further maintenance on site which may impact on persons with a disability. | Site manager to conduct a detailed audit of the building and a maintenance plan to be written with clear details of future updates. | Ensure all improvements and maintenance supports pupils and people with | Termly | Site manager / Trust health and safety team. |

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| | | disabilities to access the site. | | |
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7. Improving the delivery of information which is readily accessible to pupils who are not disabled

| Target | Strategy | Outcome | Timescale | Responsibility |
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| Review information to parents/carers and children to ensure it is accessible | Provide information and letters in clear print and different formats where necessary e.g. different languages, enlarged font or braille. Academy office will support and help parents to access information and complete academy forms. To use social media platforms to communicate more effectively | All parents will be able to access information and will be kept informed of relevant news | Ongoing | Teachers Support staff SENCO Admin staff |
| For information to be accessible for children with SEND needs | Clear font and colours to be used and adapted for children with varying SEND needs (E.g. large font for children with VI and coloured overlays for children with dyslexia) For information to be differentiated for children with learning needs or speech and language difficulties | Children with dyslexia and visual impairments to be able to access information delivered in class. Children with language difficulties to be able to access information at their own level and in a way that is meaningful to them | On going | All staff |