

Accessibility Plan

The Discovery Academy

December 2020 – December 2023



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1. Aims

Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the Academy to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The plan will be made available online on the Academy website, and paper copies are available upon request.

Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academy supports any available partnerships to develop and implement the plan. The Academy is part of the Alpha Academies Trust and adopts the Trusts policies and Procedures.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in Academy, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and students.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for Academies on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Academies are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability.	<p>Our Academy offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p>	<p>Ensure disabled students are continued to be given the opportunity to participate in extra-curricular activities.</p>	<p>Continue to review current extra-curricular provision to ensure that it is accessible to all and actively encourage disabled students to attend, providing additional adult support if required.</p>	<p>DBP/JUL</p>	<p>Ongoing</p>	<p>Disabled students report that there are no Academy barriers to them participating in extra-curricular activities.</p>
	<p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Review existing opportunities for students, staff and parents to participate in Academy management and governance (for example Academy Councils) & consider how disabled people may be encouraged to participate.</p>	<p>Continue to ensure physical environment enables participation.</p> <p>Ensure that opportunities for participation are made available in a range of formats.</p> <p>Staff to receive training in supporting Sensory Processing Difficulties.</p>	<p>DBP/JUL</p>	<p>Ongoing</p>	<p>Stakeholders with disabilities report that they do not feel that they are excluded from participation as a result of their disability</p> <p>Stakeholders with disabilities participate actively in the management and government of the Academy.</p>

		Ensure that all students, including those with a disability or SEND needs can access Quality First Teaching and interventions.	Provide Teachers and Teaching Assistants with high quality SEND CPD to enable them to provide Quality First Teaching and make reasonable adjustments for a range of needs	DBP/LEG	Ongoing	Staff are confident in meeting the needs of all pupils. All SEND pupils make the expected levels of progress as their needs are met.
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: <ul style="list-style-type: none"> • Dropped kerbs • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	Ensure that new building proposals do not prevent disabled stakeholders from accessing activities.	Physical Accessibility Audit to be completed during the build process.	ROK/AML/GUC	September 21	All stakeholders with disabilities are accommodated.
		Ensure a contingency plan is in place to be able to accommodate disabled stakeholders who are unable to access the stairs to the upper floor of any modular buildings used as interim measures.	Timetabling to reflect the needs to students and staff with disabilities.	DBP/GUB	Jan 21	All stakeholders with disabilities are accommodated.

Improve the delivery of information to students with a disability	<p>Our Academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Collect data on students, parents and staff who have a disability so needs can be assessed.</p>	<p>Create survey available in a range of formats.</p>	<p>DBP</p>	<p>Feb 21</p>	<p>Clear picture of need and any additional communication methods required by key stakeholders.</p>
		<p>Ensure that staff are aware of the students' needs and the provision/adjustments required.</p>	<p>Use the academy's online information management system to highlight students who have a disability. Use this data to highlight students who need specific timetable arrangements so they won't be disadvantaged.</p>	<p>DBP/LEG</p>	<p>Ongoing</p>	<p>Students with a disability and their parents/carers report that they feel that staff are aware of how best to meet their needs.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal of the Academy.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the Academy's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2-first floor accessible to wheelchair users via 2 lifts	None required.		
Corridor access	Wide, with no obstacles	None required.		
Lifts	2	None required.		
Parking bays	3 marked disabled bays closest to main entrance and community entrance	None required.		
Entrances	1 main entrance for public access during academy hours. 8 entrances for access to playgrounds/sports facilities. (2 electric allowing for opening by wheelchair users) 1 community entrance for access to Sports Centre. (Wheelchair friendly)	Ensure that safeguarding procedures are always initiated with regard to access to the site.	Site staff	Ongoing
Toilets	15 disabled toilets across two storeys	Investigate hoist installation in one upper and one lower toilet.	DBP	Dec 2017
Reception area	Wheelchair friendly	None required.		
Internal signage	Dyslexia Friendly	Consider signage to support stakeholders with significant visual impairments.	DBP/GUC	Mar 2019
Emergency escape routes	Evac chairs by all upstairs escape routes.	Evac chair refresher training for key staff	DBP/CAO	Mar 2019

	Plan for managing the evacuation of wheelchair users.			
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