



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Da Vinci Academy Accessibility Plan

Date: March 2018

Contents

1. Aims.....	2
2. Legislation and guidance	6
3. Action plan.....	7
4. Monitoring arrangements	12
5. Links with other policies	12
Appendix 1: Accessibility audit.....	13

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1. Aims

Schools 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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

At Da Vinci Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Da Vinci we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

Vision and values

Our Academy fully supports the vision that:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.
- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

As an Academy we maintain an up to date SEN list which identifies students in line with the SEN code of practice categories. We work closely with the STEPS service at the local authority to develop our SEN provision The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

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

This accessibility plan is structured to complement and support the school's Equality Objectives identified as the following nine principles;

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take into account differences of life-experience, outlook and background, and the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- gay people as well as straight
- transgender people

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight
- transgender people

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Access to the curriculum

- All areas of the curriculum are made available to students regardless of their disability. The PE department has appropriate alternative activities for SEND students where an activity cannot be made accessible or would be inappropriate an alternative activity is available.
- Handwriting practice and keyboard skills training is available to students.
- Staff training is available to improve access to the curriculum. Training is available from a number of sources.
- SEN are allocated a budget to purchase specialist equipment to increase access to the curriculum for disabled pupils. This may include books with large print, writing slopes and pencil grips, or adjustable desks and chairs.
- A review of the participation of disabled pupils during lesson observations informs future developments in inclusion.
- School Visits are planned to incorporate accessible venues
- School minibuses are often inaccessible for pupils with mobility difficulties especially if they are wheelchair users.
- Teaching Assistants are available to support students in lessons as identified by Head of SEND & Inclusion
- Homework clubs are held before school and at lunchtime and after school to support students

- Social skills clubs are held for those who struggle in mainstream secondary school.

Access to written information

- We have software to support students with reading difficulties such as Lexia and Success Maker.
- School library has suitable books for students with dyslexia.
- The HUB has suitable reading books for all abilities

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 schools 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. 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 pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p>	<p>Short term</p> <p>To liaise with Primary providers to review admissions before the start of academic year</p>	To identify pupils who may need additional provision	SENCO/ Assistant SENCO	Summer Term (Annually)	Appropriate procedures/resources are in place
	<p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p>	To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils

<p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>To establish close liaison with parents</p>	<p>To promote engagement, collaboration and participation with parents/carers and school e.g. Coffee afternoons, parent's evenings, drop-ins</p>	<p>Headteacher, SLT and SENCO, Assistant SENCO</p>	<p>Ongoing</p>	<p>Engagement and involvement</p>
	<p>Make staff aware of the need to consider accessibility within their classrooms when creating layouts and seating plans that may include wheel chairs and visitors with reduced mobility, and sensory issues.</p>	<p>Use of Mint class by all staff.</p> <p>Use of support plans by all staff.</p> <p>Students needs known by all staff.</p>	<p>Headteacher, SENCO, Assistant SENCO</p>	<p>Ongoing</p>	<p>Staff will be aware of all students needs and ensuring appropriate provision is in place.</p>
	<p>To ensure full access to the curriculum for all children</p>	<p>To review curriculum, resources, training of teachers and support staff</p>	<p>Headteacher, SLT and SENCO</p>	<p>Ongoing</p>	<p>To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers</p>

		<p><u>Medium Term</u></p> <p>To review SEN provision and attainment of pupils</p>	<p>Analyse Data on termly basis. Attend Home school plan meetings.</p>	<p>SLT / SENCo</p>	<p>Termly</p>	<p>Termly report indicate progress</p>
		<p>To promote the involvement of disabled students in school life</p>	<p>To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.</p>	<p>SENCo/Head teacher</p>	<p>Ongoing</p>	<p>Variety of planned activities that reflect the needs of pupils</p>
		<p><u>Long Term</u></p> <p>Review targets and deliver findings to governing body</p>	<p>Evaluate accessibility plan. Modify/adapt accordingly</p>	<p>Headteacher/Governing Body</p>		
		<p>Provision of laptops for students with mobility and learning needs.</p>	<p>To identify pupils who may need additional provision</p> <p>To identify sources of funding to support the additional provision</p>	<p>Headteacher, SLT and SENCO, Assistant SENCO</p>	<p>Ongoing</p>	<p>Students with mobility and learning needs successfully using laptops throughout their learning.</p>

		Train staff in the use of Evac chairs	To identify appropriate staff and training courses	SLT/SENCO	ongoing	Staff will be trained using Evac chairs.
		Train staff in positive handling	To identify appropriate staff and training courses	SLT/SENCO	ongoing	Staff will be trained in positive handling
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Door entry system</i> • <i>Lift</i> 					

<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations (PECS)</i> 	<p><u>Long Term</u></p> <p>Improve internal signage</p>	<p>Identify suitable signage provides</p> <p>Identify funding for suitable signage</p>	<p>Headteacher/SLT</p>	<p>Ongoing</p>	<p>Improved signage within the academy for pupils with a disability.</p>
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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 AAB and headteacher.

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 pupils 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 school'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 storey building	n/a		
Corridor access	3 corridors on each floor. One-way system in place. Passes for students with identified need to ensure easy movement during changeover of lessons.	n/a		
Lifts	1 lift	n/a		
Parking bays	Accessible parking spaces available	n/a		
Entrances	2 entrances to school building, accessible by all. No steps or ramps.	n/a		
Ramps	n/a	n/a		

Toilets	Accessible toilets on all corridors. Keys provided to all students with an identified need.	n/a		
Reception area	Accessible button to main reception area. No steps or ramps. Room for wheelchair access.	n/a		
Internal signage	Some signage in place, improvements needed to support students with additional needs.	Identify suitable signage provides Identify funding for suitable signage	Headteacher/SLT	Ongoing
Emergency escape routes	Emergency escape routes clearly labelled with clear signage for emergency exits.	n/a		