



Da Vinci Academy
A L.E.A.D. Academy

Accessibility Plan

L.E.A.D Academy Trust 2024-27

Policy/Procedure management log

Document name	Accessibility Plan
Author	Helen Tunney
Date approved	
Date issued	September 2024
Date of review	September 2027

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan.....	4
4. Monitoring arrangements	8
5. Links with other policies	7
Appendix 1: Accessibility audit.....	8
Appendix 2: Accessibility plan checklist.....	9

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 academy 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 XXXX academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

At Davinci Academy we believe in cultivating a culture of respect, collaboration, and open-mindedness. Our ethos is rooted in this commitment to providing a safe, nurturing, and stimulating environment where we know each other as individuals, and we value each other. This involves

providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school 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 school supports any available partnerships to develop and implement the plan.

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

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 and under the](#) Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

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, altering processes or requirements or the provision of an auxiliary aid.

This policy complies with our funding agreement and articles of association

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an adapted curriculum for pupils.</p> <p>We use resources adapted to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Short term</p> <p>To liaise with feeder primary school to review admissions before the start of academic year</p>	<p>To identify pupils who may need additional provision</p>	<p>Y7 Achievement Leader /SENCO</p>	<p>Ongoing</p>	<p>Appropriate procedures/resources are in place</p>
		<p>To review policies to ensure they include inclusive and reflective practice</p>	<p>To monitor, evaluate and review current statutory policies</p>	<p>Headteacher SLT SENCO</p>	<p>Ongoing</p>	<p>Policies reviewed to ensure curriculum meets the needs of all pupils</p>
		<p>To establish close liaison with parents and external agencies.</p>	<p>To promote engagement, collaboration and participation with parents/carers and school</p>	<p>Headteacher, SLT and SENCO</p>	<p>Ongoing</p>	<p>Engagement and involvement. Effective communication</p>

		To ensure pupils are in receipt of a broad and balanced curriculum.	To review curriculum, resources, training of teachers and support staff	Headteacher, SLT and SENCO	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers and external agencies
		<u>Medium Term</u> To review SEND provision and attainment of pupils	Analyse data on a termly basis. Attend review meetings and parents evenings.	SENCO, AHT Inclusion, Assistant SENCO, AHT Data and Outcomes	Termly	Termly report indicate progress
		To promote involvement of students with disabilities in school life	To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.	SENCo/Head teacher/External agencies	Ongoing	Variety of planned activities that reflect the needs of pupils

		<p>Long Term</p> <p>Review targets within the Accessibility Plan and deliver findings to governing body.</p>	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher/Governing Body	Ongoing	An accurate representation of the school's needs
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Door entry system 	<p>Short term</p> <p>Access to upper floor via lift</p>	<p>PEEPs in place.</p> <p>Evacuation chairs and sledges</p>	SENCO, SLT, Fire Marshall, Inclusion team	Ongoing	Children have access to all areas of school and can be evacuated in the case of emergency.
		<p>Medium Term</p> <p>To ensure delivery of sport is effective and accessible.</p>	Consult National Governing Bodies	Curriculum Leader PE, SENCO	Ongoing	<p>CPD for staff.</p> <p>All students have an understanding of inclusive sport.</p>

<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> • <i>Laptops</i> • <i>Reading Pens</i> 	<p>Short Term</p> <p>To liaise with External Agencies to ensure adjustments are made – Hearing Impaired Service, Visually Impaired Service, occupational therapist, EPS.</p>	<p>Ongoing support and CPD from external agencies. Training kept up to date in line with legislation/guidance.</p>	<p>SLT, SENCO, Inclusion Team</p>	<p>Ongoing</p>	<p>Staff will be well trained and students will have full access to a broad curriculum.</p>
		<p>Medium Term</p> <p>To provide staff with an understanding of the barriers students with disabilities may be facing</p>	<p>Training is planned in line with student's needs. Staff voice considered to gain an understanding of areas of development.</p>	<p>SLT and SENCO</p>	<p>Ongoing</p>	<p>Staff will feel confident when supporting children with SEND. QFIT will reflect good practice.</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 Da Vinci Academy Governing Body

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

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	One lift	Vinci Systems	
Corridor access	Wide uncluttered corridors	Corridor culture reminders, staff visibility	All staff	
Lift	One lift	Lift key available	Reception staff	
Parking bays	Two parking bays	Clear signage	Vinci Systems	
Entrances	Push button automatic door	Ensure fully functional	Site staff, reception	
Toilets	5 accessible toilets	Locked – staff have keys	Relevant staff, reception	
Reception area	Automatic doors, low counter, ground floor	Clear and tidy access	Reception staff	
Internal signage	Large print signage available	Key points around school	Vinci	
Emergency escape routes	PEEPs in place Evac chairs and sledges Refuge plans	Documents shared with staff. Training attended by relevant staff	SLT, SENCO, Inclusion Team	

