



L.E.A.D. Academy Trust

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# Da Vinci Academy Accessibility Plan

## Policy/Procedure management log

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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 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 Da Vinci 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)

## **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;*

### **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

### **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

### **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

#### 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

#### 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

#### 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

#### 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

#### 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

#### 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.
- Learning Support Assistants are available to support students in lessons as identified by the Operational SENCO
- 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.
- The Inclusion Hub and Library have suitable reading books for all abilities

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

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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 academy.

## 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
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><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <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><b>Short term</b></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	Y7 Achievement Leader/ Operational SENCO	Summer Term annually	Appropriate procedures/resources are in place
		To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT Assistant Headteacher Intervention and Inclusion	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils
		To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school e.g. coffee mornings, parents	Headteacher, SLT and Operational SENCO	Ongoing	Engagement and involvement

			evenings and celebration events			
		To ensure full access to the curriculum for all children	To review curriculum, resources, training of teachers and support staff	Headteacher, SLT and Operational SENCO	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
		Make staff aware of the need to consider accessibility within their classrooms when creating layouts and seating plans that may include wheelchairs and visitors with reduced mobility and sensory issues.	Use of Go4Schools  Use of support plans by all staff.  Students needs known by all staff	Headteacher  Operational SENCO  AHT Inclusion	Ongoing	Staff will be aware of all students' needs and ensuring appropriate provision is in place.



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

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"> <li>• Corridor width</li> <li>• Accessible parking bays</li> <li>• Accessible toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Door entry system</li> </ul>					
Improve the delivery of information to pupils with a disability	<p><i>Our academy uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p><b><u>Long Term</u></b></p> <p>Improve internal signage</p>	<p>Identify suitable signage providers</p> <p>Identify funding for suitable signage</p>	Headteacher/SLT	On going	Improved signage within the academy

#### **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 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

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				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

## Appendix 2: Accessibility plan checklist

This checklist is based on the [DfE's advice on the Equality Act 2010](#).

WHAT TO COVER	TIPS
<input type="checkbox"/> Your accessibility plan must set out how your academy aims to: <ul style="list-style-type: none"> <li>• Increase the extent to which disabled pupils can participate in the curriculum</li> <li>• Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided</li> <li>• Improve the availability of accessible information to disabled pupils</li> </ul>	<p>An audit could help you to identify potential barriers to access and what you could do about them. For example:</p> <ul style="list-style-type: none"> <li>• Are all the shelves in the library accessible to all?</li> <li>• Is there adequate lighting in all areas?</li> <li>• Is information provided in large print, Braille, etc.?</li> <li>• Do the curriculum and resources include examples of people with disabilities?</li> </ul>
<input type="checkbox"/> Policy introduction	<p>What is the purpose of the policy? What legislation does it comply with? How does it help your academy meet its aims and values?</p>
<input type="checkbox"/> Details of how you will make the academy's curriculum, physical environment and information more accessible for people with disabilities	<p>This section of the policy could include:</p> <ul style="list-style-type: none"> <li>• Targets</li> <li>• The strategies you will employ to meet these targets</li> <li>• Timescales</li> <li>• Who is responsible for particular targets/strategies</li> <li>• Success criteria</li> </ul>
<input type="checkbox"/> Monitoring and evaluating the plan	<p>When was the plan approved? When will it be reviewed? By whom?</p>