



## **ACCESSIBILITY PLAN**

Approved and signed by the Learning and Standards Committee

06.04.22

**DUE FOR RENEWAL: APR 2025**

**MARCH 2022**

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## CHANGES

March 2022      Policy implemented

## I AIM

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.
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- Improve the availability of accessible information to disabled pupils.

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

### I.1 OUR ETHOS

The Discovery Multi-Academy Trust (Discovery MAT) is committed to providing an appropriate and high quality education to all the children living in our local area. We plan our teaching and learning with a view to ensuring that each child has the opportunity to aspire to the highest levels of personal achievement. We value the individuality of all our children and by focusing on an environment of inclusion we hope to create a culture in which the gifts and talents of all will be fostered and in which our most able children will feel supported and challenged. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background and committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

### I.2 PRINCIPLES

- Compliance with the Equality Act is consistent with our trust's aims, inclusion policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
  - Not to treat disabled pupils less favourably;
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
  - To provide safe access throughout the school for all school users, irrespective of their disability;
  - To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the schools experience as fully as possible;
  - To publish an accessibility plan;
- In performing their duties LAB and trustees have regard to the Equality Act 2010
- Our trust:

- recognises and values the young person's knowledge/parents' and carers' knowledge of their child's disability;
- recognises the effect their disability has on his/her ability to carry out activities;
- respects the parents' and child's right to confidentiality;
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

The plan will be resourced, implemented, reviewed, and revised regularly in consultation with:

- CEO
- Senior/Heads of School
- INCO's
- The Board of Trustees
- The parents/carers of pupils
- Facilities Manager
- External partners

This plan is reviewed bi-annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON/PERSONS RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>Increase access to the curriculum for pupils with a disability</b>						
Effective communication and engagement with parents	<ul style="list-style-type: none"> <li>-Website, policies and social media provides parents with the most up to date information around accessing information and advice.</li> <li>-Information in alternative formats can be presented in a user-friendly way to support people with disabilities available on request.</li> <li>-FSA provides regular support to parents with SEND children holding routine meetings on a termly basis.</li> </ul>	<ul style="list-style-type: none"> <li>-To ensure all information is kept up to date and provides the most current information to support parents with pupils with disabilities.</li> <li>-Improve the delivery of information to pupils with disability. -</li> <li>-To ensure SENDCo and key staff are aware of the need to identify and provide pupils who need information provided in different formats.</li> </ul>	<ul style="list-style-type: none"> <li>-Schools to liaise with support services to provide information in simple language, symbols, large print, audio type, braille, for pupils who may have difficulties accessing standard forms of print.</li> </ul>	<ul style="list-style-type: none"> <li>Admin Teams</li> <li>FSA's</li> <li>SLT</li> <li>Class teachers</li> <li>INCO</li> </ul>	In place and ongoing	Parents of children with SEND are fully informed about progress and feel able to engage in their child's learning

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Training for all staff to increase the access to the curriculum for all pupils.	-All teachers and teaching assistants receive training to teach and support pupils with a variety of needs (MAST, CIT, S&L, Sensory Team, National College).	Regular and relevant CPD offered to enable staff to increase the access to the curriculum for all pupils. Training provided in house, through MAST, MAPA, CIT, S&L, Sensory Team and external training providers	-Recommend a full assessment of those requiring training.	SLT/SENDCo/INCO/ All staff members (including support staff)	In place and ongoing	The access to the curriculum is increased for all learners, the needs for all learners are met.
Access to curriculum	-Classrooms are optimised to accommodate pupils with SEND and adjusted as required. -Lessons are accessible by all and encompass all needs. -All lessons are responsive to pupils and promote diversity, challenging stereotypes. -All pupils are encouraged to access a rich, broad and balanced curriculum regardless of disability or SEND need.	-Continued pastoral staff supervision through MAST. -The mental health and well-being of all staff and student to remain at the forefront of our school focus. -For the school to actively source support for mental and well-being, particularly focusing on those areas which may inhibit some children recognizing self-worth and self-esteem.	Staff are to regularly access individual learning outcomes and monitor these during pupil profiles.	SLT/INCOs Class Teachers	In place and ongoing.	Needs of all learners are met, which enable positive outcomes.

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All school visits and trips accessible to all pupils in part or in full.	-All trips/activities and means of transport are assessed for suitability. -Risk Assessments are carried out by the EVCs and approved by the HOS.	-The ability to involve all pupils in all activities with a SEND need or not.	EVC's to actively consider SEND pupils within their Risk Assessments	SLT/INCOs Class Teachers EVCs	In place and ongoing.	All pupils are able to access all school visits and take part in a range of activities either in part or in full
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils.	-Provision for staff to reflect, recognise and allow additional time by some SEND pupils to use equipment in practical work.	-Support staff strategically placed to appropriately meet the needs of all pupils.  -Relevant resources purchased to assist pupils on an individual basis		SLT/INCOs	In place and ongoing	Positive impact on pupil premium
All extra-curricular activities are planned to ensure that reasonable adjustments are made to enable the participation of all pupils	-Pupils with SEND who cannot engage in some particular activities are provided with alternatives and are relevant to the curriculum and learning objectives being taught.	-Risk Assessments will be undertaken where appropriate.  -Providers will comply with all legal requirements.		SLT/INCOs Class Teachers External providers	In place and ongoing	All pupils including those with SEND are able to access extra-curricular activities.



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<b>Improving Physical Environment</b>						
Handrails, steps, stairs and classrooms	<ul style="list-style-type: none"> <li>-Handrails maintained to ensure secure fixings to the walls and painted in contrasting colour.</li> <li>-All steps and stairs will have contrasting-coloured edges to ensure safety of people with visual impairments</li> <li>-Classrooms and communal areas painted with contrasting doorways using colour schemes.</li> </ul>	<ul style="list-style-type: none"> <li>-Review current settings and incorporate</li> </ul>	A full assessment is required.	HOS SLT Premises Team	In place and ongoing	All classrooms and communal areas painted in contrasting colour schemes supportive of the needs of people with visual impairments.
Parking	Weston Mill and Oakwood Only <ul style="list-style-type: none"> <li>-Maintain parking within the school site for parents/carers and pupils with disabilities to be dropped /collected safely.</li> </ul> Beechwood Only <ul style="list-style-type: none"> <li>-Parking is available adjacent to the school under Plymouth City Council jurisdiction.</li> <li>-Parking is monitored daily for the safety of parents/pupils to and from school.</li> <li>-Incidents are recorded and reported immediately to Plymouth City Council</li> </ul>	<ul style="list-style-type: none"> <li>-To provide a safe environment for parents, staff, visitors, and pupils during drop off and pickup times.</li> <li>-To record and report incidents.</li> <li>-Raise awareness via newsletters and parent communications.</li> </ul>	A full assessment is required to make sure that disable parking/access points are clearly visible,	HOS Premises Team	In place and ongoing	Parents/carers able to park close to the school and safely unload wheelchairs/walkers etc for pupils. Also, by prior arrangement, to provide parking for parents/carers with disabilities to park within the school grounds for drop off and pickups.

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Access Routes/Ramps/Passageways/Lifts	<p>-All three schools have Ramps to enable access for people who use wheelchairs are regularly maintained and repairs made as required to provide clear routes into the school premises.</p> <p>-All passageways are kept clear and free from obstruction and accessible by wheelchairs.</p> <p>-Weston Mill and Oakwood contain service lifts that provide wheelchair access and those with PEEPs</p>	<p>-Premises Teams to continue to monitor all access routes and escalate findings as required.</p> <p>-Continued support via annual site Risk Assessment by external contractors.</p> <p>-Remain in place a robust maintenance package.</p>	Premises Teams to carryout routine checks of all access route as part of their compliance program and record their findings on Every.	HOS Premises Team	On-going	All children & adults with disabilities are able to access the school premises with ease via the use of Ramps.
In an emergency, staff to be aware of the access needs of disabled children, staff and parents.	<p>-PEEPs are written for any disabled member of the school community, whether permanent or short-term.</p> <p>-Individual Risk Assessments are completed for those suffering from long-term illnesses such as epileptic fits etc.</p>	To make sure that robust systems to support members of staff/pupils and visitors with illnesses or disabilities within the workplace.	Standardise a central point for recording PEEPs- TBC	HOS SLT	In place and ongoing	People who are either permanent or temporarily disabled or suffering from a long-term illness are able to exit the building in an emergency.
Toilet Facilities	-Disabled toilet & changing facilities are available throughout the schools.	To keep disabled toilets in working condition at all times and under routine inspections for defects and cleanliness		INCO Premises Team	On-going Adapted as & when required	All children & adults are able to access toilet facilities as independently as possible.  Changing facilities are held within

#### **4. LINKS TO OTHER POLICIES**

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

- Risk register
- Inclusion policy
- Health and safety policy
- Equality and diversity policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy