Disability Discrimination Policy and Accessibilty Plan

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1. **Introduction**
   a. This document is a statement of the aims, principles and strategies to prevent disability discrimination in Education in the Academy.
   b. All staff, governors, volunteers and agencies involved in the Academy will be informed of this policy.
   c. This policy will be reviewed regularly.
2. **Rationale**
   a. A 'disabled' pupil is defined as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.
3. **Inclusion**
   a. The academy has a responsibility to provide a broad and balanced curriculum for all children and young people. The curriculum of the Academy aims to meet both the general and specific learning needs of all individuals and groups of pupils. The statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, their learning programmes to provide the opportunity for all pupils to access relevant and appropriately challenging work. It sets out three principles that are essential to developing a more inclusive curriculum:
      i. Setting suitably learning challenges
      ii. Responding to pupil's diverse learning needs
      iii. Overcoming potential barriers to learning and assessment for individuals and groups of pupils
   b. The academy curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disability, an entitlement to a number of areas of learning.
4. **Responsibilities**
   a. The governors are responsible for ensuring that reasonable steps are taken to ensure that the academy:
      i. Does not treat disabled pupils less favourably without justification, than pupils who are not disabled
      ii. Plans strategically to identify resource and physical access needs are provided in order to meet the needs of disabled pupils
   b. Relevant leaders/managers are responsible for planning strategically to ensure that resource needs and physical needs identified with governors are effectively implemented and that relevant curriculum planning and systems planning takes place to ensure that pupils' disability can actively engage in day to day school activities
5. **Discrimination**
   a. The governing body and academy staff on behalf of the governing body discriminate against a disabled person if:
      i. For reasons which relate to his or her disability, they treat him or her less favourably that they would treat others to whom the reason does not or would not apply
      ii. It cannot show that treatment in question is justified

6. **Procedures**
   a. All admissions to the academy are in line with the academy's admission policy
   b. All inappropriate behaviour is dealt with in line with the academy's Behaviour and Discipline policy and associated procedures
   c. Within the academy every effort is taken to ensure that disabled pupils are not placed at a substantial disadvantage in comparison to pupils who are not disabled in accessing the curriculum, daily routines and extended school activities

7. **Complaints Procedure**
   a. If there are complaints relating to the provision for disabled pupils within the academy these should be first discussed with the Head, relevant staff, the Chair of Governors and other professionals may be involved at this stage, in order to try and resolve the matter
   b. In the case where the complaint is unresolved than either the academy's complaints procedures may be activated or the parent may contact the Special Educational Needs and Disability Trust

8. **Monitoring and Evaluation**
   a. The Head with support from the SENCO within the academy is responsible for monitoring the effectiveness of this policy

Accessibility Plan

1. **Introduction**
   a. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Directors and Trustees have three key duties towards all people involved in the academy with disabilities, under Part 4 of the DDA.
      i. Not to treat anyone with a disability less favourably for a reason related to their disability
      ii. To make reasonable adjustments for anyone with a disability so they are not as a substantial disadvantage
      iii. To plan to increase access to education for disabled pupils
   b. This plan sets out the proposals of the governing body of the academy to increase access to the facilities and resources of the academy for pupils and adults with a disability, in line with three areas required in the DDA:
      i. Increasing the extent to which disabled pupils can participate in the curriculum of the academy
      ii. Improving the environment of the academy to increase the extent to which pupils and adults with disability can take advantage of education and associated services
      iii. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled
   c. It is a requirement that the academy's accessibility plan is resourced, implemented, reviewed and revised as necessary

2. **The Purpose and Direction of the Academy**
   a. The academy identifies its focus and dedication to the children, young people and adults of the local community which includes those with disabilities. This commitment also includes those who may wish to work in the academy and may have disabilities. Through its ethos, environment and curriculum the academy will enable each individual to realise their potential and encourage them to make positive contributions to society and prepare them for adult life. The learning environment, with its high-quality specialist facilities and resources, supports social inclusion and provides a safe and secure place where everyone matters.
   b. The academy identifies commitment to inclusion and ensuring everyone matters, and this includes disabled pupils.
   c. The academy is committed to removing barriers for pupils and adults with disabilities and aims to include them in all aspects of academy development. The academy is committed to ensuring that they have a voice within the academy and are actively engaged in contributing to the identification and development of the provision for pupils and adults with disabilities.
   d. The academy has an Equal Opportunities Policy which identifies its commitment to providing whatever is necessary in order to ensure the equality of access for pupils and adults with disabilities.

e. The academy works with staff in order to ensure that within the policies, practices and procedures of the academy consider the needs of anyone with a disability in order to ensure the barriers to learning are removed.

3. **Information Relating to Pupils and Adults in the Academy**
   a. The academy will continually assess the needs of the pupils and adults involved in the academy, both in relation to the core work of the academy and extended services. In relation to this, where a specific disability is identified the academy will endeavour to work to provide the resources/adaptations required, in order to ensure quality of access.
   b. A review of strengths and areas for development has taken place and the findings of this are identified below:
      i. Strengths; physical environment supports access of pupils and adults with physical disabilities
      ii. Whole school approach to the use of signs to reinforce the understanding of verbal language
      iii. Whole school use of agreed positive language framework in order to support children with SEN and behaviour needs
      iv. The provision of additional resources to support individual pupils in accessing the curriculum e.g. iPads/Kindles
      v. The acceptance of 'disability' within the academy by pupils and staff
      vi. The 'opening up' of the academy to all members of the local community
      vii. Priorities for Development; to further develop the environment to ensure that the academy effectively supports pupils and adults with visual impairments or communication difficulties e.g. coloured strips/paint on steps, visual signs, to reinforce key messages, radiators painted in a different colour to walls

4. **Increasing Disabled Pupils Participation in the Curriculum of the Academy**
   a. Curriculum developments to improve participation for disabled pupils will be a continual improvement for the academy and will be developed in line with the academy's assessment and review processes. The development work will seek to engage partners and links with other schools and organisations and look at maximising learning.

5. **Increasing Disabled Pupils Participation in the Wider School Activities**
   a. The academy is committed to ensuring that disabled pupils are, as far as possible, included in school life which includes wider school activities.
   b. In line with this, although all pupils are able to access wider school activities, additional activities and targeted opportunities may be provided, in some cases with additional resources provided in order to maximise the opportunities for pupils with SEN and disabilities to engage in wider school activities.

6. **Improving the Physical Environment of the Academy**
    a. Part of the academy is a new build and as such DDA requirements have been fully considered. The academy will continue to consider building requirements in relation to disabled pupils and adults especially in relation to furniture layout and new buildings and ensure that regular disability checks are carried out.
7. **Action plan**

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

AIM	OBJECTIVES (Short, Medium, Long Term)	RESPONSIBILITIES	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To liaise with the Nursery to review intake for September 2024	Short To identify pupils who may need additional support from the nursery from Sept 2024	SENCO EYFS Teachers	July 2024	Identified pupils and support required in place before start of term (Sept 2024)
To review all statutory policies to ensure they reflect inclusive practices	Short To comply with the Equality Act 2010 and the SEND code of practice	SLT SENCO Teachers	On-going	All policies to be reviewed by the OET Board throughout 2024 academic year
To continue close liaison with outside agencies for pupils with ongoing health needs i.e. severe asthma/epilepsy	Long To ensure all parties collaborate and use the IHCP in place	All staff associated to that child SENCO First Aiders	On-going	Clear collaborate working approach inducing Early Help and multi agencies
To ensure full access to the curriculum for all pupils	Long To develop fully inclusive approaches	SLT Teachers Classroom based staff	On-going	Strategies put in place to be evident

	to curriculum delivery	SENCO		All children supported in accessing the curriculum
To promote the involvement of disabled pupils in the classroom	Medium Wheelchair access Creation of positive images of disabled pupils/adults within school	Whole school approach led by SENCO	On-going	Strategies put in place to be evident All children supported in accessing the classroom
To review attainment of all SEN pupils	Short Class pupil progress meetings between class teachers and SENCO to take place regularly Regular liaison with Parents	Teachers SENCO	At least termly	Provision mapping showing clear steps and progress made
To deliver findings to Board	Medium Board meetings	SLT	Meetings take place each term	Board to be kept fully informed about SEN provision and progress
To improve physical environment of the school	Long To consider the needs of the pupils, staff and visitors with physical additional needs when planning future	SLT Teachers SBM & Site staff	On-going	Enabling needs to be met where possible Colourful, lively displays

	developments around site, such as improved lighting/access etc			
To ensure disabled parents have every opportunity to be involved in school life	Plan disabled parking bays for ease of drop off/pick up Offer telephone calls where letters are not understood Arrange interpreters where necessary	Whole school approach	On-going	To ensure that disabled parents are not discriminated against and are encouraged to take an interest in their child's education

8. Accessibility Audit

	Completed	In progress	Under discussion	Not yet addressed
Are visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√			
Preparation for entry into academy	√			
Grouping of pupils	√			
Home learning policy and practice	√			
Academy behaviour policy in place and accessible for all.	√			
Exclusion procedures	√			
Clubs and activities	√			
Trips	√			
The arrangements for working with other agencies	√			

Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		√ (and constantly updated as required)		
Are there high expectations of all pupils?	√			
Do staff seek to remove all barriers to learning and participation?	√			
Access to the curriculum	√			
Policies, e.g. anti-bullying, SEN policies, health and safety.	√			
Interaction with peers	√			
Are your classrooms optimally organised for disabled pupils?	√			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, library and outdoor sporting facilities, playgrounds allow access for all pupils?	√			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms?	√			
Could any of the décor or signage be considered to be confusing or	√			

disorientating for disabled pupils with visual impairment, autism or epilepsy?				
Are areas to which pupils should have access well lit?	√			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	√			
Is furniture and equipment selected, adjusted and located appropriately	√			
Access to school facilities	√			
Activities to support the curriculum, e.g. drama group visiting school.	√			
School sports	√			
How the academy deals with emergency procedures	√			
Breaks and lunchtimes	√			
Serving of meals	√			
Do lessons provide opportunities for all pupils to achieve?	√			
Are lessons responsive to pupil diversity?	√			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√			
Are all pupils encouraged to take part in music, drama and physical activities?	√			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	√			

Do you provide access to computer technology appropriate for students with disabilities?	√			
Teaching and learning	√			
Classroom organisation	√			
Assessment and exam arrangements	√			
Preparation of pupils for the next phase of education	√			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	√			
Do you have the facilities such as ICT to produce written information in different formats?	√			
Do you ensure that staff are familiar with technology an practices developed to assist people with disabilities?	√			

9. **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 OET Board.

10. **Links with other policies**

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

- ●Risk assessment policy
- ●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