



Discovery Primary Academy

School Accessibility Plan 2019-22

Written December 2016

Review December 2019 (completed)

Review December 2022

1. Schools' Planning Duty

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This **Accessibility Plan** forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three ‘key areas’:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for

pupils who are not disabled.

1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6. The plan is to be reviewed and updated at least every three years.

2. Schools Aims

2.1. At Discovery Primary Academy we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims:

- To enable our pupils to prepare for adulthood whilst enjoying their childhood we aim to:

I. nurture children within a safe, happy and stimulating school environment II. prepare each child to become a responsible citizen of the future III. teach that courtesy, good manners, respect and consideration for all are important. IV. inspire all children to achieve the best they can

We endeavour to provide an appropriate broad, balanced, stimulating and relevant curriculum based upon the requirements of the National Curriculum, in order that the children can:

I. Communicate clearly and confidently through speaking and to listen attentively and respond appropriately. II. Read fluently, accurately and with understanding, developing emotions and discriminatory skills. III. Write with enthusiasm and interest, demonstrating a knowledge of the basic rules of grammar, a wide vocabulary and familiarity with basic spellings. IV. Understand basic computation, solve mathematical problems using basic concepts and be able to apply their mathematical skills in everyday life.

V. To use a range of observation, investigational research

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3 As stated above, Discovery Primary Academy is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs
- Equal Opportunities
- Discovery Primary Academy's Information report
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies. 2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1 Discovery has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

3.1.2. The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Peterborough SEN team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

3.2.3. The school's inclusion team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4. The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Portage Workers
- Early Years Advisory Teacher
- Advisory Teacher for Visual Impairment
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- CAMHS

- Specialist Teaching service for children with Autism

3.2.5. The staff at Discovery have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Physical disability
- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders, e.g. foetal alcohol syndrome
- Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome
- Specialised feeding e.g. gastric feeding
- Physiotherapy

3.2.6. Facilities and support currently on offer at the school include:

- Areas and support for 1:1 or small-group work
- Assistant Head to access Early Help and other agencies, e.g. Young Carers
- SENCO
- Advice, assessment and support from Speech and Language Therapist
- iPads / access technology

- Access to extra-curricular activities and clubs with the appropriate risk assessment
- Advice and support from School Nurse Team
- Paediatric First Aiders
- Outdoor learning
- Transition arrangements, planning and support

3.2.7. The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.3. Current Actions: ensuring that there is access to the physical environment of the school

3.3.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.3.2. There are very few parts of the school to which disabled pupils have limited or no access as the school used the delegated capital funding to make adjustments to improve access in the corridors.

3.3.3. In addition the environment is continually enhanced through the school's building

maintenance and redecoration programme.

4. Review and Implementation

4.1. The **Accessibility Plan** is reviewed annually by the SLT team and shared with the Governors.

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

Appendix 1 Discovery Primary Accessibility Plan 2015-18

AMENDED SEPTEMBER 2019

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Develop inclusive, quality first teaching	All teaching staff	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs	Staff meeting	Spring Term 2017	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons
Parental and pupil feedback .	SENCO	Questionnaire / consultation with parents of pupils with SEND	July 2016		Feedback used to inform future priorities and school improvement.
Improvements to aid those with a visual impairment	Site Supervisor	Maintenance of external areas to be continued where necessary	H&S budget	Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained
Indicate access routes around school	SENCO	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school. Provide access plan of building in reception area for visitors to school	Cost of signs, where needed	Spring term 2017	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school.
Improve the quality of provision for children with specific emotional needs	SENCO /	Continue with counselling sessions for specifically chosen children	SEN budget	continual	All pupils who need access to a counsellor will be

Handrails and grab rails.	Site Supervisor	Maintain grab rails around school site, including classrooms and other appropriate locations.	To review and update following discussions with adviser	Cost of new grab rails as needed.	In place and ongoing. Accessibility of school & play areas increased. Physically impaired pupils able to access all areas. All areas regularly reviewed. Inclusion team
Provision of wheelchair accessible toilets	Site Supervisor	Maintain a wheelchair accessible toilet		Ongoing	Physical accessibility of school. Regular service checks in school
Safe access around exterior of school	Site Supervisor	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in grounds maintenance contract	Ongoing	Disabled people to move unhindered along exterior
Disabled parking	Headteacher	Ensure disabled parking spaces are always available for those parents and pupils	None	Ongoing	Disable badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately.

SEPTEMBER 2019- 2022

To maintain the above actions as well as the following....

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Indicate access routes around school	SENCO	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school. Provide access plan of building in reception area for visitors to school	Cost of signs, where needed	Spring term 2019	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school.
To ensure the Southfields sound systems are fully operational and maintained for	SENCO Hearing Impaired Team	Southfields system to be wired into sound system in classroom and hearing loop	Southfield Sound System (on loan from Hearing Impaired Service)	From September 2019 onwards	All hearing impaired children to have improved sound in the classroom through the

the children with hearing loss		working			systems.
--------------------------------	--	---------	--	--	----------