



# Discovery Primary Academy

## School Accessibility Plan 2024-27

Written February 2024

### 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. 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. Academy 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 academy set the following priorities:

- To provide safe access throughout the academy 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 aid them to enjoy the academy 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 academy planning documents and policies.

2.4. 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 school. Alongside this Discovery has close working relationships with secondary schools and all information will be discussed at transition meetings when appropriate. 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 SENCo provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4. The academy 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 academy 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 academy**

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 academy to which disabled pupils have limited or no access as the academy 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 academy'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 Local Governing Committee.

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 2024 - 2027**

1. Improving Participation in the Curriculum					
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	In place and on going	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons
Training for all staff on increasing access to the curriculum for all pupils	SLT SENCO School nursing team	Epipen training Intimate care policy Support through the advisory services Access to courses On going support from specialists – VI and HI learners, physiotherapists, OT etc	Training time allocated TA time allocated when needed	All training in place and on going	Increased access to the curriculum. Needs of all learners met Training records kept
Effective communication and engagement with parents	SLT/SENCO	Termly meetings with parents/carers – termly consultations Annual review meetings with SENCo for children with EHCPs	Time allocated	In place and on going	Parents/carers fully informed about progress & engage with their child's learning
Adaptations to the curriculum to meet the needs of the individual learners	SENCO/ class teachers	Timetable adaptations Individual physiotherapy sessions OT programmes SALT therapy Any use of access arrangements for tests	Support through the various agencies	In place and on going	Needs of all the learners met enabling positive outcomes
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils	SENCO/SLT	Strategic deployment of support staff Use of ICT – voice activated text, colour of screen, font Purchase and allocation of resources as needed – sloping boards, wobble cushions, reading rulers, coloured exercise books/overlays, pencil grips, chew and fiddle toys. Specialist equipment – hearing aids and Southfields system Advice from specialist agencies	Resources as when required for specific children	In place and on going	Positive impact on Pupil Progress Barriers to learning for children are addressed and removed

Improve educational experiences of visual impaired pupils	SENCO	Consult VI team for support Use of resources and materials to support VI learners as based on identified needs	Ordering and cost of equipment	In place when required	Teaching aids available and used where appropriately and the learning experiences of the children are enhanced
Improve educational experiences of hearing-impaired pupils	SENCO	Consult HI team for support Maintenance of radio aids when required Use of equipment eg Southfields System and hearing loops if needs are identified	Installation of equipment	In place when required	Staff know how to operate the equipment and the learning experiences of the children are enhanced
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/SENCO/ Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

## 2. Improving Physical Environment

Provision for wheelchair accessible toilets	Site Manager/ SLT	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and on going	Academy will be fully accessible for wheelchair users
Improvements to aid those with a visual impairment	Site Manager	Maintenance of steps, poles, doors and any other identified hazard to be highlighted with yellow paint Trip hazards identified and addressed	Maintenance costs - cost of labour and materials	In place and on going	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained
Improvements to aid those with a hearing impairment	SENCO/HI team support/Site Manager	Install hearing loops/ Southfields system when necessary Systems linked to fire alarm	Cost of equipment and installation	In place and on going	Learning experiences of pupils with hearing difficulties enhances

Access into and around school to be fully compliant	Site Manager/SLT/SENCO	Signs indicate disabled parking bays Lifts Wheelchair friendly routes around school including wide doors and corridors. Clear route around school	Maintenance costs	In place and on going	School will be fully accessible for wheelchair users
Improve signage to indicate the access routes around school	Site Manager	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs	In place	Disabled people aware of wheelchair access
Maintain safe access around Interior of school	Site Manager	Awareness of flooring, layout and furniture in planning for disabled pupils	Cost of any adjustments that need to be made	In place and on going	People with disabilities can move safely inside the school building
Maintain safe access around exterior of school	Site Manager	Ensure that pathways are kept clear of vegetation.	Cost included in grounds maintenance contract	In place and on going	People with disabilities can move safely along the exterior of the school
3. Improve the Delivery of Written Information					
Availability of written material in alternative formats if required	Office/Head teacher	Newsletter emailed to parents and carers Key content published on website Provided translated documents where appropriate Use of Dojo for translation	Contact details of parents Parents signed up to Dojo	In place and on going	All parents kept up to date and are well informed with school information
Ensure documents are accessible for pupils with visual impairment	Class teacher/SENCO	Advice from VI team on individual requirements Use of magnifier Enlarged font in documents	Loan of any equipment from VI team	In place and on going	All pupils able to access school documents.