Djanogly City Academy

Accessibility Plan

Approving Body	**Head Teacher**
Date Approved	**September 2023**
Review Date	**September 2026**
Legislation	**Equality Act 2010, Disability Discrimination Regulations 2005**

This Accessibility Plan will be published on the school website and should be read in conjunction with the following school policies: Behaviour Policy, Curriculum Policy, Emergency Plan, Equal Opportunities Policy, Health and Safety Policy, Academy Improvement Plan, Special Educational Needs Policy

Introduction

The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards all people, involved in the Academy, with disabilities, under part 4 of the DDA:

- Not to treat anyone with a disability less favourably for a reason related to their disability.
- To make reasonable adjustments for anyone with a disability, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.
- Increasing the extent to which disabled pupils can participate in the curriculum

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide ·
- Improving the availability of accessible information to disabled pupils

Key Principles

All disabled children should have access to education.

The Djanogly City Academy has adopted this Accessibility Plan in line with the school's Special Educational Needs (SEND) policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged and/or supported.

This plan will run from September 2023 to September 2026

This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our Special Educational Needs Policy for an outline of our full provision to support pupils with SEND. This can be found on the school website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND.

Progress on these measures will be updated annually and reported to the governing body.

Aims and Objectives

- All scholars to be able to access a full and broad curriculum
- Develop the systems and communication between all stakeholders in providing this curriculum in an appropriate and adapted manner
- Develop the technology scholars have access to support their learning both at school and at home
- Scholar voice to play a key part of the way we adapt and provide for scholars with disabilities

Responsibilities

Djanogly City Academy recognises it has a statutory duty to identify and support children with disabilities.

Governing Body:

• To uphold and review the principles of the Equality Policy

• To monitor that all children have equal opportunities to engage and learn, with support provided as appropriate and reasonable

The governing body also recognises its responsibilities towards employees with disabilities and will ensure that persons with disabilities are supported with individual provision as appropriate and reasonable in order that they can carry out their work effectively without barriers.

Senior Leadership Team:

• To ensure that the principles of the Equality Policy are upheld in practice

• To provide appropriate resources to support children with disabilities

• To ensure that appropriate and reasonable adjustments to facilities and practice are made to

accommodate children with disabilities where necessary

All Staff:

• To ensure that all children have equal opportunities to engage and learn, with support provided as appropriate and reasonable

Physical Environments – Sherwood Rise (Years 7 & 11)

Entry through reception is fully accessible with a ramp leading to the main doors. From reception the corridor is easily navigable and there is a lift up to the second floor. If entering school through the playground as younger scholars do, then the entry is fully accessible and school can be entered via the quad.

For Year 11 and Post-16 scholars who are unable to use the stairs they would need to enter via reception to gain access to the lift. Once upstairs all areas are fully accessible.

The playground is flat and fully accessible.

There are disabled toilet facilities on both ground and first floor.

There is a car park on site with designated disabled parking spaces.

Physical Environments – Gregory Boulevard (Years 8, 9 & 10)

Entry through reception is fully accessible and no ramp is required. Equally all scholars are able to enter through both gates and access the entry to school through the core 5 doors. There are lifts to the second floor at both ends of the building.

The Parent – Teacher Partnership

On initial admission into Djanogly City, parents and carers will be asked about their child's medical needs which will be recorded on the child's file. Our Year 6 transition team will gather information on these needs from the primary school and will use their advice to plan the provision for the child as they enter secondary school. Any noted specific medical requirements or medication will be discussed with the parent and recorded in more detail on Edukey. Information will be reviewed regularly and where necessary children will have a health care plan which will be shared with the appropriate staff.

We will consult with parents if medical situations change or new concerns present themselves or if personal circumstances change. This is the responsibility of all staff and is supported by the SENDCo to ensure all children are supported as appropriate to their individual need.

Please see the 'Supporting Scholars with Medical Conditions' policy.

Exams and Access Arrangements

Over the course of key stage 3, we will collate evidence of where children require significant additional support in assessment and exams. If the evidence suggests a substantial and long-term issue then we will prepare an application for access arrangements for their exams. The evidence will be assessed at the end of year 9 and the application processed in year 10. The evidence over key stage 3 and from primary school will allow us to paint a picture of need and their normal way of working.

Access arrangements can include a reader, a scribe, a laptop, rest breaks and/or extra time. The arrangements applied for will depend on the scholar's individual needs that have been apparent across their time in school.

Where a child has an Educational Health Care Plan or a letter confirming a disability, exams arrangements will be made according to their usual way of working without requiring the application process and Form

Inclusion & Equality

We absolutely believe that all children should have a full, broad and balanced curriculum and are given an opportunity to have a breadth of experiences. It is the responsibility of all staff to ensure that children are supported and challenged as appropriate to their individual need.

Action Plan

Aim	Actions	Person Responsible	Date to complete actions by	Success Criteria
Curriculum Increasing the extent to which scholars with disabilities can participate in the curriculum.	Provide training for staff on skills and knowledge in supporting scholars with SEND and their welfare in the classroom.	SENCO	Staff meetings / briefings through the year.	All staff awareness of scholars with disabilities
	Curriculum progress is tracked for all pupils, including those with a disability. All targets are set effectively and are appropriate for scholars with additional needs.	Vice principal and curriculum leaders	Ongoing	Scholar outcomes

	Ensure any scholars with a disability are clearly identified on EDUkey.	SENCO /Assistant SENCO	Ongoing through the academic year.	During QA staff are observed of being aware of understanding, and accommodating, the needs of scholars with SEND. All staff to read and familiarise themselves with the scholars they teach with disabilities.
	Appropriate use of technology to assist scholars with their work.	SENCO and faculty leaders	Ongoing	Scholars who require the use of technology will be provided with it during lessons.
	Appropriate use of specialist equipment & resources tailored to the needs of the scholars who require support to access the curriculum.	Class teacher / SENCO	Ongoing	Specialist equipment will be observed being used in relevant lessons.
	Creation of best practice for how to create an accessible classroom including tips for Hearing and Visually Impaired scholars and scholars with disabilities.	SENCO	Ongoing	Classrooms will be accessible to meet the needs of scholars with disabilities.
	The curriculum is reviewed to ensure it meets the needs of all scholars.	Vice Principal	Ongoing	Vice Principal will review the curriculum to ensure it is meeting the needs of all scholars.
Environment To improve the physical environment of school to enable scholars with disabilities to take better advantage of education, benefits, facilities and services provided.	Improve pathways for level surfaces for all scholars	Site Manager	September 2024	Trip hazards removed on key routes, improve definition on steps.
	Improve wheelchair accessibility across the site as large-scale site changes / improvements are made	Head teacher	Ongoing	

Information Improving the availability of accessible information to scholars with disabilities.	Detailed Individual Health Care Plans to be written for all scholars with a medical condition. This is to be reviewed annually by parents. Staff are informed of any changes to medical plans as applicable	Assistant SENCO and medical officer	Annually	Scholars with medical needs will have an Individual Health Care Plan which has been agreed with parents and reviewed annually.
	Staff to consider seating plans when seating scholars and base on any needs.	Classroom teachers, TAs	At the start of the academic year and if any new scholars join the class or a student has a change in need.	