DJANOGLY CITY ACADEMY

Disability and Accessibility Policy

2024-2027

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Our Vision

In accordance with the SEN Code of Practice (June 2014), our vision at Djanogly City Academy is to recognise everyone is a scholar and everyone is committed to ensuring that all scholars have the opportunity to graduate: Achievement: No Excuses, Everyone Graduates.

Children who have a special educational need or disability (SEND) are those for whom individualised educational provision has to be made for a period of time (that which is additional to or different from the educational provision made generally for young people of their age).

Under the Equality Act 2010 it is a statutory requirement that all schools have a disability and accessibility plan. Schools "cannot unlawfully discriminate against scholars because of sex, race, disability, religion or belief and sexual orientation." According to the Equality Act 2010, a person has a disability if:

- He or she has a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- 'Substantial' is more than minor or trivial, e.g. it takes much longer than usual to complete a daily task
- 'long-term' means 12 months or more Impairments may include:
- Visual impairments
- Hearing Impairments
- Other sensory difficulties
- Writing difficulties
- Specific and other difficulties as referenced in an Educational Health Care Plan

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.

Scholars can access the playground which is at ground level around the back. Should they wish to use the front area they would leave the building through the core 2 doors.

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

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

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.

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 normal way of working without requiring the application process and Form 8.

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.

Staff are offered weekly professional development (CPD) in all areas of their teaching. This CPD is informed by weekly quality assurance and will include training specific to special educational needs and disability with a particular focus on the scholars we have in school and their needs.

Monitor and Review

The plan will be reviewed every three years or sooner should circumstances require it.

Completed by:

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SENDCo

Date revised: This policy was last reviewed and revised in September 2024

Review date: This policy is reviewed every three years or sooner should circumstances require it