

ACCESSIBILITY POLICY AND PLAN

Review Date	Reviewer	Approved by	Date approved	Implemented
September 2022	F Hoare/S Wilson/A Kennerley	Local Academy Council	15 November 2022	November 2022
September 2023				



You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Diamond Hall Junior Academy is part of the North East Learning Trust and both are aware of the general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.
- The Accessibility Plan has been drawn up in consultation with stakeholders and covers the period from September 2020 – August 2023

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers, and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If the school fails to do this, they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents/carers, and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and any events. The information should be made available in various preferred formats within a reasonable time frame.
- Work with appropriate organisations to ensure accessibility is appropriate for all pupils, staff, and visitors.

Action Plans relating to these key aspects of accessibility are included in this policy and these plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies, and documents:

- Curriculum
- Equality Duty and Objectives
- CPD
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- The School Brochure
- Teaching and Learning File
- Complaints procedure (school website)

The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken regularly by the Trust. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan.

Accessibility Plan September 2022- August 2025

Equality

As detailed in the accessibility plan introduction, the fundamental principles of Equality within the school have been applied during the implementation of this policy.

EQUALITY			
Targets	Strategies	Timescale	Desired Outcome
Accessibility Plan and Equality statement to become an agenda item at the Autumn Term meeting of the Local Academy Council.	Governance Manager to ensure that this is added to the Local Academy Council agenda.	Annually.	Current legislation will be adhered to.
Training to raise awareness of equality disability issues.	Discuss perception of issues with staff/governors to determine the status of the school. Provide training for governors, staff, pupils, and parents/carers.	Staff meeting - annual training at start of each academic year and through the year as appropriate.	The whole school community will be aware of issues relating to access.
SEND Policy to be revised and updated bi-annually.	Policy to be rewritten in-line with the Trust guidelines.	Annual training for staff at the start of the academic year and through the year as appropriate. Governor training – Educare SEND Code of Practice.	Staff and governors are aware of new legislation.

Improving the delivery of written information to pupils with a disability

This will include planning to make written information that is normally provided by the school to pupils is available to disabled pupils. Examples might include handouts, textbooks, and information about school events. The information should take account of pupils' disabilities and pupils and parents/carers preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and respond to changes in the range of need. We will identify agencies and source of such support and materials to make the provision available when it is required. The school ICT infrastructure will enable us to access a range of material supportive to need.

PHYSICAL ENVIRONMENT			
Targets	Strategies	Timescale	Desired Outcome
Make available school brochures, newsletters, and other information and in materials, for parents/carers in alternative formats (when needed).	Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing.	The school will be able to provide written information in different formats when required for individual formats
Written material will be made available in alternative languages (when needed).	The school will seek to translate key information when it is required.	As required.	The school information will be available for all.

Improving access to the physical environment of the school

The school is continuing to develop. We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The school's Improvement Planning process is the vehicle for considering such needs on an annual basis.

PHYSICAL ENVIRONMENT			
Targets	Strategies	Timescale	Desired Outcome
Accessible car park.	Reserved bay when required.	Complete	Sufficient disabled parking
Accessible toilets.	To provide access to a unisex toilet for disabled pupils and staff.	Complete	Disabled staff, children and visitors have access to toilet and washroom facilities.
Overhead Hoists and Therapy Bed are available and well maintained.	Thorough periodic inspections carried out by competent engineers.	Ongoing	Equipment is available and in good working order at all times if required.
Therapy Room Showers are available and well maintained.	Periodic maintenance and legionella checks are carried out by competent engineers. Site Supervisor and HT Legionella training is up to date.	Ongoing	Facilities are available for use at all times if required.
Ensure all disabled pupils can be evacuated safely.	Put in place Personal Emergency Evacuation Plans (PEEP) for staff and pupils with difficulties.	Complete - shared with staff.	All disabled staff and pupils working alongside are safe in the event of a fire.
Ensure that all areas of the school building are accessible for all children and adults and to continue to improve the access of the physical environment for all.	H.T., SENDCO & Site Supervisor and Office Manager to audit accessibility of the school buildings and grounds report findings to Governors. SENDCO to liaise	Short term Accessibility audit to be carried out in Autumn terms by SENDCO, Headteacher and Site Supervisor.	All children and adults have complete access to the physical environment.

	with outside agencies e.g., Occupation Therapy to ensure individual pupil access needs are being met.	Medium Term Any actions from the audit to be planned by the end of Spring term	
To ensure any recently built and future new build projects are physically accessible to all	H&S Officer will ensure compliance with building regulations accessibility	As required	Inspected during accessibility audit. Reviewed as new projects are planned.

Improving access to the curriculum

At Diamond Hall Junior Academy we will continue to review and adapt the curriculum as necessary depending on the individual needs of our pupils. The Senior Leadership teamwork alongside the SENDCO, staff and parents/carers to ensure all children are encouraged to reach their full potential, in all areas of the school.

Curriculum			
Targets	Strategies	Timescale	Desired Outcome
All school activities are planned to ensure the participation of the entire range of pupils.	Review out of the school provision to ensure compliance with legislation.	As required.	Increase in access to all the school activities for all disabled pupils.
Ensure staff are aware of disabled children curriculum access.	Set up a system of individual access plans for disabled pupils when required. EHCP and SEND Support plans will be reviewed termly. Information sharing with all agencies involved with the child, review meetings etc.	As required. Termly	All staff are aware of individual needs
Use ICT to support learning.	Make sure software installed where needed.	As required.	Wider use of SEN resources in classrooms
All educational visits to be accessible to all.	Develop guidance for staff on making trips accessible and ensure appropriateness of all venues.	As required.	All pupils in the school able to access all educational visits and take part in a range of activities.

Review PE curriculum to ensure PE is accessible to all.	Gather information and accessible PE and disability sports.	As required.	All children have access to PE and can excel.
Continue training for teachers and support staff on various aspects of SEND.	SENDCO to review the needs of children with specific issues, provide all relevant training according to staff needs. CPD will be planned by SLT each term in response to needs.	Ongoing.	All staff trained and confident with issues linked with accessibility and Inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and the needs and expertise will change.
Classrooms are optimally organised and appropriate additional equipment is provided to promote the participation and independence of all pupil and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classes according to the needs of the individual student.	Ongoing.	Lessons will start on time without the need to adjust accommodate the needs of individual pupils.
Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided when required.	SENDCO and assessment coordinator will ensure appropriate testing and reports are provided to apply for access arrangements.	Ongoing.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.

<p>Sensory room to be developed to support children with ASD and other needs.</p>	<p>Visits to other schools to observe effective sensory provision.</p> <p>Audit carried out, equipment purchased, and room set up.</p> <p>Room adapted to support differing sensory needs.</p>	<p>Completed end of Autumn 2020 via photographs due to covid restrictions. Advice taken from Educational Psychologist.</p> <p>Completed end of Spring 1 2021.</p> <p>Ongoing.</p>	<p>All pupils with ASD and other sensory needs are supported to access learning and day-to-day challenges that they may face.</p>
<p>School playground to be updated which will be accessible for all pupils.</p>	<p>Consultation with staff and pupils.</p> <p>H&S Officer will ensure compliance with building regulations accessibility</p>	<p>Completed.</p> <p>Daily checks ongoing.</p>	<p>All pupils to have access to all play equipment provided and that access routes are accessible.</p>