



Accessibility Plan

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Review Date	July 2024

An academy within:



“Learning together, to be the best we can be”

1. Aims

1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:

- Increase the extent to which disabled people can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. Improve the availability of accessible information to disabled pupils.

1.2. At Discovery academy we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.3. **Mission Statement:** Dreamers... Believers... Achievers.

The Vision

Why – Vision... 'head'

- **To** improve the life chances of students
- **To** develop their self-worth and self-belief.
- **To** help them learn to respect and build relationships.
- **To** support them to dream along their own path of self-discovery.

How – Values... 'heart'

- **Ensure** we build memories today.
- **Ensure** we thank each other today.
- **Ensure** we make the world a better place today.
- **Ensure** we lay our foundations of lifelong learning today.
- **Ensure** we discover our interest and potential today.
- **Ensure** we grow our capacity for happiness today.

What – Aims... 'hands'

- **Offer** a global curriculum that is purposeful, relevant and collaborative, where learning is approached by examining the big questions.
- **Offer** an environment that gives a sense of belonging, safety, worth, dignity and hope.
- **Offer** an approach whereby all members of the school community have an entitlement and commitment to their own learning journey and self-discovery.
- **Offer** a community where parents, carers and families act as co-educators.
- **Offer** a culture that is built on curiosity, professional development and a focus on developing and connecting research into classrooms.

1.4. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.

1.4.1. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff (and governors)

2. Legislation And Guidance

2.1. This plan meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. This defines an individual as disabled if they have a physical or mental impairment that has a "substantial" and "long term" adverse effect on their ability to undertake normal day to day activities.

2.2. Under the Special Educational Needs and Disability (SEND) Code of Practice, "long term" is defined as a year or more and "substantial" is defined as more than minor or trivial. The definitions include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

2.3. We are required to make "reasonable adjustments" for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.

2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Links With Other Policies

4.1. This plan is linked with the following policies and documents:

- Nexus MAT Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils With Medical Needs Policy

Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Ensure the school has conversation stations around the school that are accessible for all levels of conversation ability.	PECs symbols Ipad use accessibility settings.	To ensure the talk stations around school are all accessible to both readers and non readers at a level that they understand and can use independently.	Purchase Picture News. Build talk stations and change materials weekly. Monitor use of communication station throughout the year.	DSN	July 2024	All children will have access to communication aids as part of understanding the wider curriculum.
Improve and maintain access to the physical environment	Ramps Lifts Corridor Width Disabled toilets and changing facilities All entrances are clearly marked to	To ensure the outside areas are all accessible at Discovery. To ensure there are sufficient car parking spaces as the staffing increases	Check over the year key entrance areas are cleared of debris during the year at key seasonal times. Monitor car parking for inappropriate public use and identify the	AW CB	Throughout school year Throughout school year	Entrance will be clear from seasonal debris and all areas into school accessible for all. Car park will remain safe and used only by Discovery staff and visitors

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
	ensure visitors know where to locate areas of the school.	including disabled marked bays. Ensure that the pathway up to Norfolk park is accessible to wheelchairs to ensure families can all participate in school enrichment.	disabled spaces. Check for natural debris that blocks the pathway to the park entrance to ensure wheelchairs and those with physical have a clear route through.	CB	Throughout school year	keeping designated disabled spaces for appropriate use. Disabled families will be part of the enrichment activities based within Norfolk park and have a direct route through school as all other families do.
Improve the delivery of information to pupils with a disability	e.g. Our school uses a range of communication methods to ensure that information is accessible. This includes: Internal signage Large print	To ensure families have continued access to an online messaging tool.	Review use of Seesaw to ensure families are accessing it with ease and those with reading challenges are supported.	KM	Oct 2023	All families will have access to class teams and SLT in a format that best suits their needs.

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	Pictorial or symbolic representations Video messaging					