Accessibility Plan for Da Vinci Academy

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our Academy's accessibility plan is aimed at:

> • Increasing the extent to which disabled pupils can participate in the curriculum

> • Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and

> • Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them. This policy should be read in conjunction with the SEN and SEND Policy.

Vision and values

Our Academy fully supports the vision that:

• We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

• Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

As an Academy we maintain an up to date SEN list which identifies students in line with the SEN code of practice categories. We work closely with the STEPS service at the local authority to develop our SEN provision

Physical environment – currently provided

- Accessible toilet facilities on each floor and wing
- Hoist and specialist toilet on ground floor east wing
- Fixed and Portable hearing loop systems
- Open Learning Centre with specialist resources
- Sensory Room
- Adjustable height for technology facilities
- Lifts from ground to first floor
- Evac chairs based in with training for staff
- Accessible Shower Facilities
- IT options for varying needs
- Disabled access to the nature area and outdoor classroom
- Ramps to access School Minibus
- Disabled parking bays with level access
- Designated room for physiotherapy and associated equipment
- Accessible rooms for powered wheelchairs
- Low level access controls to enter building
- Locker facilities
- Appropriate signage around school
- Job descriptions of support staff ensure medical needs of disabled students are met
- Specialist furniture for identified students
- Medical
- Transport made available through Derby City Council

Access to the curriculum

- All areas of the curriculum are made available to students regardless of their disability. PE have appropriate alternative activities for SEN & D students where an activity cannot be made accessible or would be inappropriate an alternative activity is available.
- Handwriting practice and keyboard skills training is available to students.
- Staff training is available to improve access to the curriculum. Training is available from a number of sources.
- SEN are allocated a budget to purchase specialist equipment to increase access to the curriculum for disabled pupils. This may include books with large print, writing slopes and pencil grips, or adjustable desks and chairs.
- A review of the participation of disabled pupils during lesson observations informs future developments in inclusion.
- School Visits are planned to incorporate accessible venues and
- School minibuses are often inaccessible for pupils with mobility difficulties especially if they are wheelchair users.
- Teaching Assistants are available to support students in practical subjects when needed.

- Homework clubs are held at lunchtime and after school to support students
- Social skills clubs are held for those who struggle in mainstream secondary school.

Access to written information

- We have software to support students with reading difficulties such as Lexia, Nessy and Success Maker.
- School library has suitable books for students with dyslexia.
- Open Learning have suitable reading books for all abilities

Areas for development- Plan

Physical Environment

1. Ensure that IT facilities in the newly located Open Learning Centre are suitable for student's needs.
2. Increase the number of lockers available for SEN students who need them.

Access to education, benefits, facilities and services

3. Review the information collected on the participation in alternative timetable and extra-curricular activities in relation to SEN & D students
4. Introduce Numicon and provided suitable training to help students who struggle with numeracy.

Access to information

5. Arrange a consultation process for the views and aspirations of students, families to formulate future planning.
6. Increase staff awareness of Dyslexia Friendly practices, for example the correct font and color paper for key students with dyslexia
7. Library to increase the number of books available for students with below average levels of literacy.