

Dorrington Academy

Accessibility Plan



Date: *February 2019*

To be reviewed: *February 2022*

Accessibility Plan

Vision Statement

- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their 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. Dorrington Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors.
- This Accessibility plan should be read alongside other Academy policies, including the SEN report.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

Unicef links

Dorrington Academy is a Unicef Rights Respecting School. The following UN Convention on the Rights of the Child apply to this Accessibility Plan:

Article 2 – The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 3 – All organisations concerned with children should work towards what is best for you.

Article 12 – You have the right to say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account.

Article 23 – If you have a disability, you should receive special care and support so that you can live a full and independent life.

Aims:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- To ensure physical and mental support is in place for all pupils

Action	Desired Impact	Partnerships	Actions, Resources, CPD	Staff Lead	Timescale
To support the adaptation of the curriculum to ensure that pupils with disabilities have full access	Pupils with disabilities have full access to the curriculum	PDSS		SO SENCO	On-going
To provide an on-going programme of staff training to support pupils with a disability	Staff are able to reflect the diverse needs of pupils with disabilities within their planning and teaching	SENCO External agencies		SO SENCO	On-going
To audit resources for diversity and positivity	Resources reflect diversity and positivity		Use of Unicef materials	SO SENCO LD RRS Lead	May 2019
To provide appropriate resources for pupils with SEND	Quality First teaching for all Pupils with SEND have the resources they need to support them		Audit of materials	SO SENCO PH SEN Lead Practitioner	On-going
To audit the physical access to the environment – parking, entrances, stairs, toilet facilities	Facilities enable pupils, parents, staff and visitors to access the learning environment		Complete audit checklist in line with statutory guidance	SLT Site Manager JH Health and Safety Lead	March 2019 Then at least annually
To update the Inclusion pages of the Academy website, including the SEN report and Accessibility Plan in line with statutory guidelines	A website that provides information and signposting for parents	Parents PSS	Access to statutory guidance Support from PSS	SO SENCO	SEN Report updated annually Accessibility Plan to be reviewed February 2022

To ensure all staff and stakeholders are aware of the Accessibility Plan and intended actions	Staff and stakeholders are aware of the Accessibility plan and how they can support its completion			SO SENCO JH Chair of Governors	Governing Body ratification Staff meeting Summer term 2019
Enable participation by disabled pupils in all aspects of school life	Pupils able to participate in all aspects of school life, in the classroom, during PE lessons, within extra-curricular activities			SO SENCO AK PE Lead	On-going