

# The Discovery School



## Accessibility Plan 2019 - 2022

## Section 1: Vision statement

### Purpose of the Plan

The purpose of this plan is to show how The Discovery School intends, over time, to increase the accessibility of our school for disabled pupils. The Discovery School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### Definition of Disability

The Disability Discrimination act (DDA) defines a disabled person as someone who has:

***“A physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities”***

- “Physical impairment” includes sensory impairment.
- “Mental impairment” includes learning difficulties and an impairment resulting from or consisting of a mental illness.
- “Substantial” means more than minor or trivial.
- “Long term” is defined as 12 months or more.
- This definition includes a wide range of impairments such as dyslexia, autism, speech & language impairments and attention deficit hyperactive disorder. These will only be defined as a disability if the effect on the child’s ability to carry out day to day activities is substantial and long term, as defined above.

### Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out objectives of our school in increasing access to education for disabled pupils in the three areas, as required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

## **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

## **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

## **Review and Evaluation:**

It is a requirement that our Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The plan is valid for three years (2019-2022) and is reviewed annually.

## **Complaints procedures:**

Please refer to the School's published Complaints Procedure

## Section 2: Aims and objectives

Our aims are to:

1. Increase access to the curriculum for pupils with a disability
2. SEND - Pupils with SEND will achieve exceptionally well
3. PPG – Increase % of pupils exceeding at the end of KS2 to exceed non-PPG levels nationally
4. PPG – 100% of disadvantaged pupils achieving expected or greater than expected progress in core subjects (KS1 & KS2)
5. EYFS - Reduce % of vulnerable pupils working within 40-60 months of Development Matters at the end of EYFS with 100% making expected or better than expected progress from relative starting points

The table below sets out how our school will achieve its aims:

Objective	Action/s	Responsibility	Timeframe	Early Success Indicators and Milestones	Success Criteria
1. Increase access to the outside curriculum for pupils with a disability	a) Monitor and analyse pupil achievement by disability and act on any trends or patterns in the data that require additional support for pupils.	a) Assessment Lead b), c), d) SENCo e) School Business Manager and SENCo	a) Refer to Assessment Timetable  b) September 2019 and then ongoing  c) September 2019 and then annually	<u>Term 2 2019</u>  Data trends produced  Audit of CPD completed  Training booked  Liaison with Occupational Therapist and recommendations planned for	Analysis of attainment data demonstrates the gap is closed or narrowing for equality groups  Outside accessibility is improved as required  Staff understand specific children's needs  Pupils are provided with the specific resources to enable them to access the outside curriculum
	c) Ensure accessibility arrangements to the building, including outside, meet current legislative requirements.  d) Continue to work with specialists (e.g. Occupational Therapy) to ensure access to the curriculum is maximised for those children with physical disabilities.  e) Ensure that the outside area is laid with appropriate surfacing to facilitate gross motor play for children with physical disabilities	<b>Monitoring</b>  a) Achievement data analysed by need and disability – SEND Governor  b) & d) Provision Planning review - HT  c) Premises Audit – H & S Governor monitoring pair	d) Ongoing  e) July 2020	<u>Term 4 2020</u>  e) Quotes received  <u>Term 6 2020</u>  e) Installation undertaken	

Objective	Action/s	Responsibility	Timeframe	Early Success Indicators and Milestones	Success Criteria
2. SEND - Pupils with SEND will achieve exceptionally well	<p>a) Evaluate and select an improved system for tracking achievement of children with SEND</p> <p>b) Provide CPD –provision mapping, target setting and tracking training on using new tracking system; teaching and teaching support staff</p> <p>c) Review provision mapping to identify interventions required and impact achieved</p> <p>d) Range of ongoing monitoring including triangulated monitoring against personal plans</p> <p>e) Regular SEND review and pupil progress meetings</p> <p>f) Targeted support for children with SEND</p> <p>g) Parent review meetings undertaken</p> <p>h) Teaching &amp; learning trail over one day for SEND pupils (linked to Pupil Progress and SEND Review Meetings)</p>	<p>(a- h) SENCo and Assessment Lead</p> <hr/> <p><b>Monitoring</b></p> <p>Inclusion Lead</p> <p>SEND Governor</p> <p>Monitoring Pair</p>	<p>a), b) &amp; c) -</p> <p>Term 1 2019</p> <p>d), e), f), g) and h) –</p> <p>Ongoing</p>	<p><u>Term 2 2019</u></p> <p>Children who have not made expected or accelerated progress have been identified and targeted provision for 'catch up' put in place</p> <p><u>Review in Term 4 2020 and Term 6 2020</u></p>	<p><b>All</b> children with SEND will make <b>outstanding progress</b> regardless of relative starting points.</p>

Objective	Action/s	Responsibility	Timeframe	Early Success Indicators and Milestones	Success Criteria
<p>3. PPG – Increase % of pupils exceeding at the end of KS2 to exceed non-PPG levels nationally</p> <p>4) PPG – 100% of disadvantaged pupils achieving expected or greater than expected progress in core subjects (KS1 &amp; KS2)</p>	<p>a) Monitor and analyse PE pupil achievement by disability and act on any trends or patterns in the data that require additional support for pupils.</p> <p>b) Provide ongoing training on specific learning and physical needs; particularly for new staff</p> <p>c) Provide gross motor interventions for specific children to help them access the PE curriculum and other physical activities.</p> <p>d) Ensure accessibility arrangements to the PE curriculum are fully inclusive.</p> <p>e) Continue to work with specialists (e.g. Occupational Therapy) to ensure access to the PE curriculum is maximised for those with physical disabilities</p> <p>f) Ensure appropriate resources are purchased to maximise participation in the PE curriculum</p> <p>g) Provide more opportunities for children with a physical disability to participate in inter-school competitions</p>	<p>a) Assessment Manager</p> <p>b), c), d) &amp; e) SENCo</p> <p>f) &amp; g) PE Coordinators</p> <hr/> <p><b>Monitoring</b></p> <p>a) Achievement data analysed by need and disability – SEND Governor</p> <p>b), c),d) &amp; e) Governor monitoring visits -SEND Governor</p> <p>f) &amp; g) Leadership monitoring - HT</p>	<p>a) Termly</p> <p>b) &amp; c) Term 1 2018 and then ongoing</p> <p>d) Term 6 2018 and then annually</p> <p>e) Term 1 2018 and then ongoing</p> <p>f) Term 2 2018</p> <p>g) Ongoing</p>	<p><u>Term 1 2018</u></p> <p>c) Liaison with SENCo and PE Coordinators</p> <p>f) Resources purchased</p> <p><u>Term 3 2019</u></p> <p>a) Audit of CPD completed</p> <p>b) Training booked</p> <p>d) Liaison with Occupational Therapist has taken place &amp; then annually</p> <p><u>Term 6 2019</u></p> <p>g) Participation in at least 1 inter-school competition</p>	<p>Children with disabilities have access to the PE curriculum enabling them to achieve well and make good progress</p> <p>Analysis of PE attainment data demonstrates the gap is closed or narrowing for equality groups</p> <p>Staff understand specific children's needs</p> <p>Gross motor group established, with assessment which identifies and shows progress</p> <p>Pupils are provided with the specific resources to enable them to access PE curriculum</p> <p>All pupils represented at inter-school competitions</p>

Objective	Action/s	Responsibility	Timeframe	Early Success Indicators and Milestones	Success criteria
5. EYFS - Reduce % of vulnerable pupils working within 40-60 months of Development Matters at the end of EYFS with 100% making expected or better than expected progress from relative starting points					
		<b>Monitoring</b>			

### Section 3: Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The Discovery School is a single-storey building throughout	None required	N/A	N/A
Corridor access	All corridors are accessible for wheelchairs and walking frames and are wide enough for manoeuvre	Ensure corridors are free from clutter	All staff	Ongoing
Parking bays	There are four disabled parking bays allocated on the school site and a free flow 'drop-off zone.	Ensure that the designated parking bays are never obstructed.	Site Manager	Ongoing
Entrances	All entrances are accessible via ramps, including the pavilion buildings, and supported with hand-rails	Ensure that ramps are in good repair and not blocked.	Site Manager	Ongoing
Discovery Walk	Discovery walk has been landscaped to ensure that the space is accessible. However the ground is not currently even enough to support wheelchair access or walking frames	Liaise with Liberty Estates and KCC on securing support for wheelchair access to Discovery Walk	Business Manager	July 2019
Ramps	All entrances are accessible via ramps and supported	Ensure that surfaces are smooth and free from cracks and general wear and tear	Site Manager	Ongoing
Toilets	Three accessible toilets are located in the school building	Ensure that there are additional accessibility toilets available in EYFS and KS1 so that learning time is not lost	Business Manager	September 2019



Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Care Suite	Care suite, including a shower is located in the within the main school building	<p>Ensure that the facilities are fully functional and safe.</p> <p>Ensure that regular Legionella prevention tasks are undertaken</p>	Site Manager	Ongoing
Reception area	Hearing Loop and visual signage is available	Ensure that visitors to the school are aware of this	Office Staff	On going
Internal signage	<p>All areas throughout the school are clearly labelled with the name of the room.</p> <p>They are positioned at a height for wheelchair users to be able to access.</p>	To install braille signs to ensure that those with visual impairment can find their way around the school?	Site Manager	July 2019
Emergency escape routes	Labels clearly displayed throughout the schools and nursery provision.	Continue to ensure signs are maintained	Site Manager	Ongoing