

Leigh Academy Dartford

Accessibility Plan

At Leigh Academy Dartford our values reflect our commitment to an Academy where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our Academy is important and included. We promote an ethos of care and trust where every member of our Academy community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe Academy, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Academy Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "Academies cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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

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

The Accessibility Plan is structured to complement and support the Academy's Equality Objectives, and will similarly be published on the Academy website. We understand that the Local Authority will monitor the Academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Leigh Academy Dartford 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to

disability and to developing a culture of inclusion, support and awareness within the Academy.

The Academy recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Leigh Academy Dartford Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the Academy within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If an Academy fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the Academy such as participation in after-school clubs, leisure and cultural activities or Academy visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the Academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the Academy and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the Academy and Academy events; the information should be made available in various preferred formats within a reasonable timeframe.

The Leigh Academy Dartford Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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

- Behaviour Policy
- Curriculum Policies

- Emergency Plan
- Health & Safety Policy
- Academy Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the Academy, which remains the responsibility of the Senior Leader Team. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the Academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when Academy policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the Academy website.

The Accessibility Plan will be monitored through the Senior Leader Team.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the Academy's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the Academy will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our Academy were identified by:

- **The Governing Body**
- **Principal**
- **Inclusion Leader**
- **Compliance Manager**
- **Facilities Manager**

A plan of the Academy buildings showing areas of accessibility is shown below

An Access Audit was carried out by the Business Manager and Site Premises and Compliance Officer in November 2018. A number of recommendations were made as follows:

No	Site	Activity	Timescale	Cost
1.	St Albans	3 external wheelchair ramps to be inspected and refurbished as necessary	On-going	£0
2.	St Albans	Level Floor access to building at front and rear to be inspected to ensure ease of wheelchair access	On-going	£0
3.	St Albans	3 Emergency Exit Doors to be kept free from stored items. Regular inspections to be undertaken by Site Team and recorded in Handsam H & S system	O-going	£0
4.	St Albans	Maintain CCTV cameras to monitor footfall at front and rear of main building	Nov 2019	£350
5.	York Road	Monitor rubber non-slip matting to front pedestrian wheelchair ramp	On-going to Jan 2020	£100
6.	York Road	Replace matting inside level floor access door to rear of South Building to hard, non-slip surface.	Completed	Delivered by Galliford Try as part of PSBP.
7.	York Road	Ensure main access door to Temporary Buildings is kept free of clutter	On-going	£0
8.	York Road	Ensure all entrances to North Building and new Milestone at DPA unit remain free of clutter at all times	On-going from Jan 2020	£0

Action Plan A – Improving Physical Access

Ref	Area	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	YR and SA Sites: Corridors	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing	Site Team

Action Plan B – Improving Curriculum Access

Ref	Area	Recommendations	Time Scale	Priority	Cost	Date Completed	Academy
1	Differentiation in Teaching	HOD SEN to monitor quality of differentiation and provision for SEND pupils.	On-going	High	None	On-going	HOD SEN
2	Interventions	HOD SEN to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups and within the ECAL (Every Child A Learner)Team	Summer Term 2020	High	Resourcing costs of identified areas to develop		HOD SEN
3	Classrooms are organised to promote the participation and independence of all pupils	HOD SEN to carry out an audit of resources. VPs to ensure that lessons are planned to meet the needs of all pupils in the class.	Summer Term 2020	High	Possible resource implications where gaps are identified		HOD SEN VPs

Action Plan C – Improving the Delivery of Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Availability of written material in alternative formats when specifically requested	The Academy will make itself aware of the services available for converting written information into alternative formats.	On-going	Medium	Not applicable	On-going	Admin Managers
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The Academy will review formats publicised on Academy website – particularly for new parents to the Academy, in order to ensure accessibility for parents with English as an additional language.	On-going	Medium	Not applicable	On-going	Business Manager