



Daubeney Academy



Disability Access Plan

Disability Access Plan

Daubeney Academy takes a whole school approach towards improving access to the curriculum and information for disabled students. In accordance with the Equality Act 2010 (EQA), the Governing Body seeks to ensure that students are not discriminated against or treated less favourably because they have a disability. Students with a disability are considered as having a Special Educational Need (SEND) which is defined in the SEN Policy of this booklet and the SEND Code of Practice, 2015. The EQA defines a disabled person as someone who has: *'has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'*. The purpose of an Access Plan is to seek to remove any barriers to learning for disabled students. It considers access to the curriculum and information as well as the physical environment within which learning takes place.

Key Aims:

- Increasing access for disabled pupils to the school curriculum**
- Improving access to the physical environment of the school**
- Improving access to information**

Access to the curriculum			
Item	Action	Target completion	Notes
Communication	Regular CPD sessions for teaching staff to support their communication with pupils with learning difficulties and/or disabilities and or SEND.	Ongoing	Annual event on first CPD day September with regular updates throughout the academic year
Access to learning resources	Worksheets, literature and other resources are differentiated by content and layout	As resources purchased, updated or replaced	As above
Ensuring a smooth transition from Year 6 in to Year 7 (or other years for in year admissions)	Applicants meet with the SENDCo as part of the admission process to help understand school life in new setting	Ongoing each year	
All students have equal access to learning	A differentiated curriculum on offer if needed and a multi sensory approach with teaching adapted to take account of need	Ongoing	Support put in place to match the specific need or needs of each student
Library learning resources are dyslexia friendly	Increase supply of Barrington Stoke publications	Ongoing	Library funding is in place to ensure dyslexia friendly resources are available for all academic departments
Increase engagement of some KS3 students	More curriculum accessible texts ordered	Ongoing	Monitor purchases by departments to be aware of any changes to set texts

Access to buildings

School specific

Access to information			
Item	Action	Target completion	Notes
A wider range of written materials in alternative or specific formats	Ensure communications are available in formats which are accessible to all	Ongoing	Seek specific advice as necessary
Website content is widely accessible	Review documents as they are updated	Ongoing	
Signage to take account of best practice in terms of colour and fonts used	Review signage across departments	Ongoing	Increase awareness among staff