



ACCESSIBILTY POLICY

Adopted	M. Davies
Committee	September 2024
Review Date	Directors
	September 2025

Our Vision

At Demetae Academy we believe childhood should be protected and encouraged with nurture and well-being at the heart of everything we do, the talents your child has will be celebrated daily.

The key to our learning style is independence, where children are taught how to think not what to think, in a culture of self-directed learning - curiosity and innovation are the key to academic achievement and discovery. We will encourage a love of our surroundings, the environment and each other, whilst creating resilient learners who are prepared for life in an ever-changing world.

Demetae Academy will be rich with individuality, excitement and encouragement.

Our aim is for every child who attends Demetae Academy to have a truly unique and engaging learning experience and as they continue their life journey, they will use the skills and knowledge they have gained that will lead them on a pathway to a life of success.

'For one, for all'

Aims

Demetae Academy is committed to treating all members of its community, including students, parents, staff, Members, and others, with fairness. The school strives to take reasonable measures to avoid placing anyone at a significant disadvantage. In line with this commitment, the academy actively collaborates with disabled students and their families, as well as relevant external agencies, to identify and address potential barriers to learning. The goal is to minimise obstacles and create an environment where all students, including those with disabilities, can learn, achieve, and fully participate in school life. The school actively promotes positive attitudes towards disabled individuals within the school community and works towards increasing access to education for all disabled students. In its ongoing communication with parents, caregivers, and other stakeholders, the school consistently explores ways to enhance accessibility through methods such as data collection, surveys, and discussions with parents.

The Purpose of the Plan

This plan outlines Demetae Academy's strategy for progressively enhancing the accessibility of our school for disabled pupils. In accordance with the Equality Act 2010, schools are required to have an Accessibility Plan. This Act supersedes all prior equality legislation, including the Disability Discrimination Act. The legislation mandates that schools cannot engage in unlawful discrimination based on factors such as sex, race, disability, religion or belief, and sexual orientation. The Accessibility Plan is recognised as a statutory document in the Department for Education's guidelines on essential policies for schools.

The Plan must be reviewed every three years and approved by the Members. The review process can be delegated to a committee of the Members Body, an individual or the Head.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
2. Demetae Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, 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 school.
3. The Demetae Academy Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly.

The Accessibility Plan contains relevant and timely actions to:

- Enhance curriculum accessibility for pupils with disabilities by adjusting and expanding the curriculum to ensure their preparation for life is on par with that of able-bodied students. This includes modifications in teaching and learning methods, as well as broadening the scope of the school's curriculum to encompass leisure, cultural activities, and school visits. Additionally, it involves providing specialised or auxiliary aids and equipment to facilitate timely access to the curriculum for these pupils.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school 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 hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

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

- Behaviour Policy,
- Equality and Diversity Policy
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Members Body committee.

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Aim: Increase access to the curriculum for pupils with a disability

Aim: Improve and maintain access to the physical environment

Aim: Improve the delivery of information to pupils, parents and visitors with a disability

Aim: Increase access to the curriculum for pupils with a disability	Responsible	Timescale	Outcome
Activity			
Staff training: Ensure that all staff have relevant up-to-date training to meet to the needs of ALL pupils and ensure that ALL pupils have full access to the curriculum.	MD SENCo	Ongoing	All pupils can engage with and enjoy all elements of the curriculum and are supported effectively by all staff.
Resources: Ensure that resources are tailored to the needs of pupils who require support to access the curriculum.	All staff with the support of the SENCo	Ongoing	All pupils can access resources used to support the curriculum.
Curriculum Design: Ensure that curriculum design takes into account the needs of all pupils and steps are taken to ensure pupils can access all elements of the curriculum. Ensure that the curriculum allows opportunities to celebrate difference Ensure that the curriculum is reviewed regularly taking into consideration the ever-changing needs of pupils.	Subject leaders	Ongoing	All pupils have access to a broad and balanced curriculum All pupils are aware of the differences within our school community and beyond, and celebrate this.
Progress: Ensure that curriculum progress is tracked for all pupils, including those with a disability. Ensure targets are set effectively and are appropriate for pupils with additional needs.	All staff with the support of SLT	Ongoing	The progress of all pupils is tracked to ensure that ALL pupils have the best possible chance of meeting aspirational targets set in-line with their own starting points Small steps progress is tracked through individual education plans or education health care plans and monitored regularly.
Transition: Ensure that there is effective communication between staff, parents, settings and external agencies so that ALL pupils have the best possible start year on year or from setting to the next.	All staff SENCo	Ongoing	Staff have an excellent understanding of pupil's needs and therefore can plan according to ensure that ALL pupils have full access to the curriculum from the onset.
Extended curriculum: Ensure that all pupils have access to out-of-school activities or extended school activities and reasonable adjustments are made to ensure that pupils can enjoy and achieve.	MD SENCo	Ongoing	ALL pupils are able to access the extended curriculum and take part in extra-curricular activities of their choosing.

Aim: Improve and maintain access to the physical environment	Responsible	Timescale	Outcome
Activity			
Classrooms: Ensure that classrooms and other learning spaces (library, sensory room) are organised in a way that promotes independence for all pupils.	MD	Ongoing	Classrooms accommodate the needs of ALL pupils so that curriculum time is maximised and physical disruption kept to a minimum. ALL pupils can access classrooms and classroom resources independently.

Access around school: Ensure that pupils, staff, parents and visitors can access all areas of the school, including those areas used for out-of-school activities.	MD	Ongoing	All pupils, parents, staff and visitors can access all areas of the school safely and independently All pupils, parents, staff and visitors can exit the school safely in the event of an evacuation.
Toilets/Changing facilities: Ensure that all pupils, staff, parents and visitors have access to toilets and changing facilities. Ensure that toilets and changing facilities can be accessed easily and independently.	MD	Ongoing	All pupils, parents, staff and visitors can access toilets and changing facilities independently and safely.

Aim: Improve the delivery of information to pupils, parents and visitors with a disability	Responsibility	Timescale	Outcome
Activity			
Parents & Visitors: Ensure that written material produced by the school is available in different formats to include (where necessary) large print, braille, alterative languages.	MD	Ongoing	All parents & visitors have full access to written information about the school All parents & visitors are fully informed about school activities and feel part of our school community.
Pupils: Ensure that written material and curriculum resources are available in different formats for pupils to access the full life of the school (For example, large print, dyslexia friendly overlays or coloured fonts, pictorial/visual cues, sign language.	MD SENCo	Ongoing	All pupils have access to the written information needed to enjoy the full life of the school. Pupil well-being is improved and ALL pupils feel they have a positive role to play in their school community and can make a valuable contribution.