

**Pivot Academy**  
**Accessibility Plan Leeds**  
**Disability Equality Scheme**  
**2019 - 2021**

Reviewed by: Michael Smith

Next review Date: August 2021

**“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done.**

**The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place”**

**Bert Massie**

**Chairman**

**Disability Rights Commission**

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, Governing Bodies and Management Committees have had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the steps that The Pivot Academy Leeds East will take to enable access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the **school curriculum**;
- Improving the **environment** of Pivot Academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils and parents/carers of **information** which is provided in writing for pupils who are not disabled.

Under the Disability Discrimination Act (DDA) 2005, all schools have both a general duty to promote disability equality and a specific duty to produce and publish a Disability Equality Scheme (DES), which sets out the steps it will take to meet the general duty and a related action plan. It is a statutory requirement that schools

demonstrate how they have involved disabled stakeholders in drawing up the DES and the governors need to report annually on the impact of their scheme.

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

### **The Purpose and Direction of Pivot's Plan: Vision and Values**

Pivot Academy has high ambitions for all of its pupils and expects them to participate and achieve in every aspect of Pivot life. Through the delivery of a broad, balanced and personalised curriculum we strive to maximise each student's potential. We tailor our curriculum to meet need and offer opportunities for all children and young people to be creative, reflective and independent in order to improve their life chances. Interaction with others, participation and teamwork are strongly encouraged and opportunities are delivered through a range of approaches.

Our Pivot Academy Aims:

- Place the health, safety, welfare and well-being of every member of the academy community at the centre of everything it undertakes.
- Challenge, support and encourage everyone to do their best, building self confidence in learners in all aspects of their lives.
- Have high expectations for individuals; both children and staff.
- Encourage collective responsibility around improving aspiration, attainment and positive behaviours for its children, staff and the wider community.
- A caring learning community, based on social responsibility, honesty, equality and consideration for others.
- Promote and achieve success, both collectively and with individual children and staff.
- Encourage self-help, self-determination and self-improvement.
- Promote inclusion, by collaborative working within the AP Independent school and equally with outside agencies and partners.
- Expect courtesy and co-operation, where enterprise, initiative and transformation affect every area of Pivot learning and Pivot life.
- The centre of its community; a vibrant and welcoming venue, acting as a resource and a catalyst to community and individual growth.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement.

We welcome all children, young people and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability.

Our Core Team and Governing Body wish to promote a positive attitude across Pivot Academy towards disability equality.

## **The DfE Definition of a Disability**

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled and under the planning duties, schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

The 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' (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means "...more than minor or trivial". 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

The Core Team (Governing Body) recognise that equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents, and believing that no one should have poorer life chances because of where, what or whom they were born, what they believe, or whether they have a disability. Equality recognises that historically, certain groups of people with particular characteristics e.g. race, disability, sex and sexuality, have experienced discrimination.

## **Progressive Conditions Considered to be a Disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or Multiple Sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

## **Normal Day-to-Day Activity**

The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following;

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

## Disability and Special Educational Needs

Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement or who are at School Action Plus will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

### Possible Overlap of SEN and DDA Disability Definition for Children and Young People

Special Educational Needs	Both SEN and Disabled	Disabled
Mild dyslexia	Motor impairment (long term)	Asthma
Emotional behavioural difficulties (EBD - social factors)	Learning difficulties	Diabetes
Mild dyspraxia	Hearing impairment/ deaf	Cancer recovery
Minor speech impairment	Visual impairment/blind	Mental health Issues
Mild learning difficulties	Incontinence	Disfigurement
	Significant dyslexia	Eating disorder
	Epilepsy	Lack of limbs
	Non-verbal	Sickle cell anaemia
	ADHD	Gross obesity
	Autism	Very short stature
	EBD (factors other than social e.g. medical conditions/mental health)	

### Information from Pupil Data and Academy Audit

Pivot Academy will develop a database of SEN and other additional need which is updated on a regular basis by the SENCo. This will enable all staff to plan activities and intervention accordingly. Additional provision is linked to tracking performance and data. All pupils' progress is tracked including those who come under the heading /definition of 'disabled'.

Tracking will plot progress and identify specific Intervention Programmes as required, including additional adult support, to sustain access to the curriculum and experience achievement.

Advanced information about children and young people, who are referred to Pivot Academy under the definition of 'disabled', is looked at in depth by the SENCo. Additional capacity to support social and emotional intervention will be provided by the therapeutic team comprising of CAMHs, EP and Personal Learning Advocate professionals.

Ensuring access to the curriculum involves seeking specific resources for our disabled pupils, e.g. enlarged print, limiting use of ICT screens for pupils with sensory issues, staff training for child with epilepsy, diabetes, etc...

Patterns of attendance are monitored by Pivot's social work team and the team of lead inclusion workers in the first instance. Persistent absences are closely monitored and, if necessary, investigated to ascertain whether there are safeguarding issues.

Robust systems are in place to ensure the smooth transition of pupils to and from the Academy. Liaison and the sharing of information regarding disabled pupils with a statement of SEN/EHCP will begin with our SENCo meeting with mainstream SENCo's following a formal referral. Pivot Academy staff will liaise with parents/carers and other agencies to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil. Pupils, parents/carers are always invited to look around Pivot before the offer of a place is accepted.

Pivot Academy aims to provide an environment in which all are valued and respected as individuals regardless of ethnic origin, gender, ability or disability. Pivot Academy provides a fully differentiated learning environment for pupils across Key Stage 2, 3 and 4 and caters primarily for pupils who display social, emotional and mental health difficulties (SEMHD) as well as those with a wide range of short and long term medical disabilities. Pivot Academy also educates youngsters who present with specific behaviours associated with Autism and Aspergers Syndrome. The characteristic cohort of pupils will be monitored and evaluated annually to inform policy and practice. When required, Pivot Academy will provide specific programmes of education to children from the travelling community when appropriate and necessary.

Through mixing with a wide range of abilities and needs, children and young people will begin to accept and see beyond individual differences and learn to value the opinions and differences of others.

All staff will demonstrate inclusive policy and practice in order to meet the diverse needs of the pupils. When necessary, additional support is allocated and a dedicated Social Worker strengthens relationships with parents and carers. Pivot Academy will develop excellent working relationships and well-established links with a large number of experts and professionals such as CAMHS, YJS, CSC for example. Overall, relationships with pupils aspire to be excellent and 'pupil voice' will be valued and widely promoted.

Plans to regularly review Schemes of Work (SOW) are established to ensure the curriculum for all is accessible. Consideration is given to breadth and balance, effective differentiation, as well as motivational activities. Pupil progress and attainment is continually assessed against academic and behaviour targets. The data is analysed to compare against previous performance and against the 'norms' and aids with the process of target setting and supporting pupils' return to their mainstream setting.

Staff will meet daily to discuss individual pupil academic and behavioural progress and notes will inform formal reports to parents/carers and subsequently inform planning for teaching and learning and multi-agency reviews. This means that strategies for ensuring the most appropriate support is constantly under review resulting in the application of best practice.

Where necessary, special access arrangements will be applied for pupils sitting exams. Staff will have a deep knowledge of individual pupils' needs, and measures to ensure modifications and approved support will be applied following approval via the awarding body.

A wide range of informative and constructive guidance/advice will be available to parents/carers and pupils either directly from Pivot or via the website. Pivot will produce a termly newsletter, which upon request, can be supplied in large print or translated into another language if required.

### **Inclusive Practice**

Many pupils who present with hidden disabilities such as depression, dyspraxia, ADHD are prescribed medication which can affect their ability to focus and organise themselves. In such cases, and according to individual need, the behaviour policy is differentiated to take account of the effects of the disability or prescribed medication. For example, individual arrangements may be applied if a pupil struggles to arrive on time.

Pivot Academy is fully committed to providing a fully accessible environment which values and includes all pupil, staff, parents/carer and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The views and aspirations of pupils, parents/carers will be formally gathered through the review process and also via formal questionnaires. These processes seek to establish what is going well and also highlight any concerns or barriers to progress from the pupil's point of view. Parents/carers have the opportunity to express their views either in writing or simply verbally at the review meeting and are encouraged to make contact with Pivot whenever they have any concerns. All staff will support the communication process in order to ensure that relationships between home and school are as positive as possible.

## **Staff Training**

This Accessibility Policy and Plan is approved by the Senior Leadership Team and core team, who take overall responsibility for its implementation.

It is the responsibility of the SENCo to provide information and training for staff on the provisions of SEN and Disability Act (2001). It is acknowledged that there will be need for ongoing awareness training for all staff and members of the core team in the matter of disability discrimination and the potential need to inform attitudes on this matter.

Attached is an action plan, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up for the following two-year period, 2021-2023 although good practice will be implemented to ensure that the plan is reviewed annually and, if necessary, updated accordingly. The access plan should be read in conjunction with the following policies, LA/Government strategies and documents:

- Equality and Diversity Policy
- Health and Safety Policy
- SEN Policy
- Behaviour Policy
- School Development Plan
- Curriculum Policy
- Teaching and Learning Policy

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

Appendix 1 - Letter to parents/carers (to be sent following a placement at Pivot)



Date:

Dear ,

You will find a brief, but we hope, thought provoking questionnaire attached to this letter and we ask that you will help us by spending a few moments to consider the statements and questions it contains and then give us your honest response. Please feel free to work with your child's Personal Learning Advocate to support you to complete the questions.

As part of the legislation which the Disability Discrimination Act (2010) has brought into effect, schools are required to carry out an audit of their provision in relation to the pupils they have in their care that have learning difficulties and disabilities.

The results of the audit will then help us to update and revise our accessibility plan which will be of benefit to all the pupils in our care who have additional needs.

At Pivot we always strive to provide access to the wider experiences of school life and with your help we seek to enhance the time pupils spend with us.

Your views, in relation to the quality of service your child has received or is receiving, will help us to improve upon the existing plan ensuring that it is both accessible and effective.

Once you have completed the questionnaire please return it to us directly or via you child's Personal Learning Advocate.

Thank you for your support in this matter – your views and opinions are important to us.

Kind regards,

.....

**Head Teacher**

## Appendix 2 - Parent/Carer Questionnaire



In 2010, The Disability Discrimination Act (DDA) was updated. The DDA requires schools to have both an Equality Scheme and an Accessibility Plan to improve access to education for its disabled pupils. If such a plan is to be effective it is crucial to consult with all the parents of pupils who have had a place at Pivot Academy and, where appropriate, the pupils themselves. Your views are essential to us in order to help us deliver an even better level of service.

With this in mind, we would ask you to spend a little time to read the following definition and then respond to the questions.

The 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”.**

In order to understand this definition more clearly the following explanation of the terms may be helpful;

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means more than minor or trivial; and
- ‘long-term’ is defined as twelve months or more.

**When considering this new definition of disability within the Act, do you consider your child to be disabled or experiencing any kind of impairment?**

If you would like to comment further please write in the space below.

**Has the definition caused you to change your understanding of disability?**

If you would like to comment further please write in the space below.

<p><b>Do you feel the school has recognised your child's disability/learning difficulty?</b></p> <p>If you would like to comment further please write in the space below.</p>
<p><b>Do you feel Pivot has responded sensitively to your child's needs?</b></p> <p>If you would like to comment further please write in the space below.</p>
<p><b>Do you feel that the nature of your son or daughter's disability/learning difficulty has caused him or her to be excluded from any aspect of school life?</b></p> <p>If you would like to comment further please write in the space below.</p>
<p><b>Is there any way in which the school could improve its response to your child's needs?</b></p> <p>If you would like to comment further please write in the space below.</p>
<p><b>Are lines of communication between home and school sufficient for your needs and the needs of your child?</b></p> <p>If you would like to comment further please write in the space below.</p>

Name of pupil: \_\_\_\_\_

Thank you for taking time to complete this questionnaire. We do appreciate your input. Please return via your child's Personal Learning Advocate or post directly to Pivot.

Thank you.

## Accessibility Plan 2019 - 2021

### Part A: Access to the Curriculum

Objective	Who	Action	Success Criteria	Monitoring	Progress to Date
1) Admissions criteria are not discriminatory on the grounds of disability	HT SENCO	<ul style="list-style-type: none"> <li>Use standardised and approved assessment measures to select intake</li> <li>Provide appropriate adaptations as necessary to ensure no child or young person is discriminated against</li> </ul>	<ul style="list-style-type: none"> <li>Prospective pupils will be selected based only on the academy's published admissions criteria</li> <li>Looked After Children receive priority status</li> <li>Provisions are made to ensure no pupils are discriminated against when taking standardised assessments</li> </ul>	<ul style="list-style-type: none"> <li>OfSTED</li> </ul>	
2) The academy has effective learning environments for all and utilises feedback from pupil and parent/carer groups	All	<ul style="list-style-type: none"> <li>Work strategically with parents/carers who have been identified as needing additional support – <b>from Sept. '19 onwards, review impact summer '20</b></li> <li>Utilise School Improvement team in order to aid with effective self-evaluation and strategic planning (English, maths, science, ICT, SEN) – <b>by summer '20</b></li> </ul>	<ul style="list-style-type: none"> <li>All pupils, parents and carers report 100% satisfaction with the care and education that they receive at The PIVOT Academy Leeds East</li> <li>Pupils' diverse academic needs are met</li> </ul>	<ul style="list-style-type: none"> <li>OfSTED</li> </ul>	

		<ul style="list-style-type: none"> <li>• Work in partnership with outside agencies, putting into practice recommendations which are written into Educational Health Care Plans – <b>from September '20</b></li> <li>• Identify regular opportunities to gather and evaluate pupil voice</li> <li>• Gather information regarding Personal interests utilised and plan for these within the curriculum to 'hook' learners</li> </ul>	<ul style="list-style-type: none"> <li>• Individual pupil attendance figures improve as a result parent/carer intervention</li> <li>• Pupils make good academic and social and emotional progress in relation to their starting points</li> <li>• Pupils have a solid transition plan to support KS2/3 transition, Post 16 employment, education or training</li> </ul>		
3) Effective intervention strategies are established to support progress	HT SENCo EP CAMHS	<ul style="list-style-type: none"> <li>• Monitor and analyse pupil achievement by race/ethnicity and disability and act on any trends or patterns in the data that require additional support for pupils – <b>from September '19</b></li> </ul>	<ul style="list-style-type: none"> <li>• Extra support is provided for those pupils who are under-achieving in order to make progress in their learning and their personal well-being</li> </ul>	• OfSTED	
4) There is a rolling programme of CPD relating to Equality, Accessibility and the Inclusion agenda	EP SENCo CAMHS EVC	<ul style="list-style-type: none"> <li>• SENCo and SLT determine programme of annual training needs – <b>July, annually</b></li> <li>• Embed all policies relating to Health and Safety, Equality and Inclusion – <b>Sept. '19</b></li> <li>• Ensure staff training including First Aid training is in place to support needs of current student body</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing programme of staff training reflects diverse needs of pupils within the Academy and expected duties. Focus in '19/'20: Behaviour Management/De-escalation Strategies, Bespoke Literacy/Numeracy training, Phase 1 Attachment Theory</li> </ul>	• OfSTED	



		<ul style="list-style-type: none"> <li>• Undertake audit of EAL need – September ‘19</li> <li>• Implement interim EAL support as required – <b>January ‘20</b></li> <li>• Programme of training implemented as a result of above audit outcomes – <b>throughout ‘19/20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Suitable learning challenges are set which respond to pupils’ diverse academic needs</li> <li>• Trips and external visits are planned well in advance to ensure appropriate assessment of risk is and consideration of individual pupil need</li> <li>• Pupils with language barriers are better supported and are able to access the curriculum more readily</li> <li>• Staff have more practical strategies to use within class to support EAL pupils.</li> </ul>		
<p>5) The curriculum offer regularly reviewed and updated as appropriate</p>	<p>SLT Curric. Leader s</p>	<ul style="list-style-type: none"> <li>• Departmental meetings timetabled and published in annual meeting plan.</li> <li>• Curriculum coordinators keep abreast of subject developments in order to ensure their teaching and learning is relevant and ensure the best outcomes for pupils – <b>attendance at quality conferences, networking etc..</b></li> <li>• AP networking groups established and showing impact - <b>July ‘20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Departmental meetings held once per half-term</li> <li>• Curriculum coordinators continue to extend their curriculum planning to accommodate the diverse needs of pupils</li> <li>• The curriculum and teaching activities are progressive and take account of proven initiatives</li> <li>• Pupils make good progress</li> <li>• SLT maintain outstanding capacity to improve by ensuring the curriculum is fit for purpose</li> </ul>	<ul style="list-style-type: none"> <li>• SMT</li> <li>• EAB</li> <li>• LP/SC</li> <li>• AW</li>   <li>• OfSTED</li> </ul>	



			<ul style="list-style-type: none"> <li>• SOW are adequately differentiated to take account of the ability and learning styles of all pupils</li> <li>• Staff do not work in isolation, good practice is shared, moderation programme established</li> <li>• Core Team offer appropriate level of challenge and support</li> </ul>		
6) There is appropriately resourced provision for pupils requiring ICT support	SENCo ICT Lead	<ul style="list-style-type: none"> <li>• All departments audit current resource and identify hardware and software requirements – <b>throughout '19/20</b></li> <li>• Analyse audit, purchase relevant ICT hard/software within identified budget - <b>Autumn '20</b></li> <li>• Development of VLE – <b>from September '19 with full implementation by September '20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Improved pupil attainment</li> <li>• All pupils with identified ICT requirements are able to access the curriculum</li> <li>• VLE used as main resource bank for staff and pupils</li> <li>• Students able to access resources and some courses online across departments</li> <li>• Homework posted on the VLE for remote access.</li> <li>• Pupils develop independent learning skills</li> </ul>	•	
	HT	<ul style="list-style-type: none"> <li>• Ensure all parents/carers are offered the opportunity to formally feedback</li> </ul>	<ul style="list-style-type: none"> <li>• 100% parents/carers report satisfaction with the</li> </ul>	• OfSTED	

5) All policies consider the implications of Disability Access	SENCo	regarding the inclusive nature of Pivot Academy – <b>upon completion of pupil placement from September '19</b>	opportunities and inclusive nature of the Academy <ul style="list-style-type: none"> <li>• Feedback, from questionnaires, is acted upon and appropriate suggestions implemented</li> <li>• Policies amended accordingly</li> </ul>		
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## Part B: Access to the Physical Environment

Objective	Who	Action	Success Criteria	Monitoring	Resource
a) No pupil is excluded from accessing the premises	HoA	<ul style="list-style-type: none"> <li>• Conduct an audit of academy premises taking into account the specific needs of any student either current or prospective – <b>Annually</b></li> </ul>	<ul style="list-style-type: none"> <li>• All children and young people can access the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• EAB</li> <li>• LP/SC</li> <li>• AW</li> <li>• OfSTED</li> </ul>	
b) Access to Pivot Academy can meet diverse pupil needs and, if necessary, appropriate alternative provision is made in line with the DDA policy	MW	<ul style="list-style-type: none"> <li>• Parking space is made available to visitors with a disability –</li> <li>• Appropriate signage is displayed at both sites – <b>by September 19</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pupils and visitors are able to access Academy sites and facilities with ease</li> </ul>	<ul style="list-style-type: none"> <li>• EAB</li> <li>• LP/SC</li> <li>• AW</li> <li>• OfSTED</li> </ul>	

c) Planned building projects take account of the DDA agenda	MW	<ul style="list-style-type: none"> <li>Project manager (buildings) will ensure compliance with building regulations regarding accessibility – <b>ongoing</b></li> </ul>	<ul style="list-style-type: none"> <li>Any new construction will be fully accessible</li> </ul>	<ul style="list-style-type: none"> <li>EAB</li> <li>LP/SC</li> <li>AW</li> <li>OfSTED</li> </ul>	

### Part C: Access to Information

Objective	Who	Action	Success Criteria	Monitoring	Resource
1) The academy ensures equality with regards to the ability of pupils, parents/carer staff and interested parties in accessing information provided by The Pivot Academy Leeds East	All	<ul style="list-style-type: none"> <li>Establish The Academy website – <b>September '20</b></li> <li>All policies will be available in alternative formats if requested - <b>by September '19</b></li> </ul>	<ul style="list-style-type: none"> <li>When questioned, parents/carers, pupils and others feel able to access a range of appropriate and current information with ease</li> <li>The website meets the standards of the School Partnerships Trust Academies (SPTA) compliance check</li> </ul>		



<p>2) The Pivot Academy promotes its' inclusive ethos</p>	<p>HoA</p>	<ul style="list-style-type: none"> <li>• Publish and endorse the Accessibility Plan via the website and reinforce through staff meetings – <b>Autumn '20</b></li> <li>• Involve staff in the review and development of the plan - <b>annually</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff are familiar with the principles of the Accessibility Plan and use them when planning lessons and creating classroom displays</li> </ul>		
<p>3) Diversity in terms of race, gender and ethnicity is promoted across the academy</p>	<p>All</p>	<ul style="list-style-type: none"> <li>• Ensure displays highlight the diversity of the school and the wider diversity of the community in which the pupils live and beyond - <b>Ongoing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Increase in pupil participation, confidence and positive identity</li> <li>• Pupils generate awareness and understanding of other cultures and develop tolerance and respect of differences</li> </ul>		
<p>4) Academy policies and associated literature are accessible to and understood by all</p>	<p>SLT</p>	<ul style="list-style-type: none"> <li>• All statutory policies will be reviewed and brought in line with Government and SPTA diktat – <b>as per individual policy deadline</b></li> <li>• Newsletters available in large print if requested – <b>from October '19</b></li> <li>• Regular review of need and delivery of alternative formats as needed – <b>annually, summer</b></li> <li>• Effective use of LA's EAL team to translate information if required – <b>September '19</b></li> </ul>	<ul style="list-style-type: none"> <li>• TPA policies do not discriminate against any group of people who have a vested interest in the academy</li> <li>• Pupils, parents/carers report 100% satisfaction with the information they receive</li> </ul>		

Appendix 3 – Annual Audit

Question	Yes	No
Do we ensure that all staff have the necessary training to teach and support a wide range of disabilities?		
Are the classrooms optimally organised for pupils who display such disabilities?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and whole class?		
Are all pupils encouraged to take part in music and/or drama and/or physical activities?		
Do we provide access to computer technology appropriate for students with disabilities?		



Are academy visits made accessible to all pupils, irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do staff seek to remove all barriers to learning and participation?		
Is furniture and equipment selected, adjusted and located appropriately?		
Do we have facilities such as ICT to produce written information in different formats?		