



Accessibility Plan

November 2021

City of Derby Academy is an inclusive 11 to 16 mainstream secondary school.

City of Derby Academy aims to improve the life chances of all our young people by ensuring they receive the very best education. Our aim is to provide a happy, safe, and stimulating environment based on mutual respect and shared values and equip our young people with the skills and qualities to successfully manage the challenges of their future.

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The Equality Act 2010 replaced previous anti-discrimination laws with a single act to remove inconsistencies and make the law simpler, therefore making it easier for people to understand how they are protected.

The purpose of the plan is to:

- Improve the physical environment of the school to enable disabled students to access all educational opportunities, services, and facilities that the academy has to offer.
- Increase the extent to which disabled students can participate in the curriculum.
- Improve the delivery of written information to students, staff, parents, and visitors with disabilities.

This Accessibility Plan should be read alongside the relevant sections of the following documents:

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| <ul style="list-style-type: none">• Admissions Policy• CoDA Curriculum• CoDA Remote Learning Protocol• Equality Objectives• Safeguarding Policy 2021 | <ul style="list-style-type: none">• SEND Information Report• SEND Policy• Academy Improvement Plans• Academy Brochures including our CONNECT and Well-being information pack |
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Contents of this Plan

1. Access to the academy's physical environment
2. Access to the academy's curriculum
3. Access to written information



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1. To improve the physical environment of the school and enable disabled students to access all educational opportunities, services, and facilities that the academy has to offer.

Aim

To provide a fully accessible environment which values and includes all students, staff, parents, and visitors regardless of their educational, physical, sensory, social, spiritual, cultural, and emotional needs or requirements.

Current good practice (*Includes practice under development)	Responsible Person/s	Date Actioned
a). Designated accessible parking spaces are available with drop kerbs and level access to the pedestrian walkway.	Estates, MDH, Senior Leaders	In place
b). Automatic opening doors into the school's reception area and further automatic opening doors into the main school building.	Estates, MDH, Senior Leaders	In Place
c). Refuge points in upstairs protected stairwells are large enough to accommodate at least one wheelchair and leave enough space for those exiting the building on foot.	SENCo, Estates, MDH	In Place
d). All refuge points have an emergency voice communication system which is tested in line with recommended guidance.	Estates, MDH, Senior Leaders,	In Place
e). There is a lift in the main building and Connect building. Both lifts are situated towards the front of the buildings and have tactile indication to identify each floor and are tested in line with recommended guidance.	Estates, MDH, SENCo	In Place
f). Staff are trained in ResQMat procedures and relevant students are aware of the evacuation plan. PEEP's (Personal Emergency Evacuation Plan's) are in place and shared with appropriate staff.	SENCo with support from outside agencies.	Sept 2021 & Ongoing
g). Fixed hearing loop is available in the reception area.	SENCo	In Place
h). Information around the academy is accessible through appropriate internal signage, large print resources and pictorial/symbolic representations. *	Estates, MDH, Senior Leaders, Teachers & non-Teaching staff	Ongoing
i). Visual alarms (beacons) are situated in areas where those with a hearing impairment might be alone, where there could be excessive background noise or where hearing protection is likely to be in use for example music and design technology classrooms.	Estates, MDH, SENCo	In Place



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j). Accessible toilets for both staff and students are situated on both levels of the building. The Connect building has an accessible toilet on the ground floor.	Estates, MDH, SENCo, Connect Lead	In Place
k). Walls, doorways, floors, sockets, and switches are of contrasting colours.	Estates, MDH	In Place
l). There is a second mobile hoist and height adjustable couch in the medical room.	SENCos with support from Learning Mentors and external agencies	In Place and ongoing
m). There is a fully furnished hygiene room with accessible toilets, shower facilities, height adjustable couch and electric hoist. Several staff are trained in the use of the hygiene room equipment which is reviewed annually.	SENCos with support from Learning mentors and external agencies.	In Place and ongoing
n). There is an allocated prayer room for staff and students to access as required throughout the day. There is also a multi-use reading room that is currently used as a prayer room for staff and students that require this.	Senior Leaders	Sept 2021 ongoing
o). The academy's sensory room offers multi-sensory resources, including lighting, smell and sounds to support student's sensory needs. The Connect building also provides multi-sensory resources and quiet spaces to support students.	SENCos and Connect Lead	In Place and ongoing



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2. Access to the curriculum at City of Derby Academy

Aim

To continue to improve access to the curriculum for students who:

- have difficulties with processing and decoding information
- read below functional reading age
- have difficulties with the written word
- have physical disabilities
- have visual disturbance
- have sensory impairments
- communicate in English as an additional language
- are new to the country
- experience Social Emotional or Mental Health issues (Including trauma)

Current good practice (*Includes practice under development)	Responsible Person/s	Date Actioned
a). Offer an adapted curriculum for all students, reviewed annually.	Senior leaders	Sept 2021
b). All teachers employ quality first teaching methods and adapt their starting points to meet the level of the students.	Senior Leaders/Middle Leaders/ Teachers	Ongoing
c). Progress for all students is tracked across all areas of the curriculum.	Senior Leaders/Teachers	Ongoing
d). Additional in class support where need is identified through the Graduated Response. *	SENCo	Ongoing
e). Small group interventions where need is identified through the Graduated Response. *	SENCo, Connect Lead	Ongoing
f). Offsite and onsite alternative provision where need is identified through the Graduated Response. *	SENCo, Connect Lead	Ongoing
g). Strategies and resources specific to individual students needs are employed, i.e., coloured overlays, laptops, reader pens, immersive reader, textspeak, rest breaks, extra time.	SENCo, Teachers, learning Mentors	Ongoing
h). Student passports are available for staff to understand the adaptations required to meet the individual needs of students on the SEND register, including students with EHCP's.	SENCo	Ongoing
i). Risk assessments are shared with relevant staff to understand the individual needs of students who require them.	Senior Leaders, Heads of Year	Ongoing



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j). Exam access arrangements are provided where need is identified or is a student's normal way of working and staff and students have a clear understanding of the resources available.	SENCo, Exams Officer	Ongoing
k). Primary to secondary school transition is thorough and information is shared with relevant staff prior to students start date.	RME, SENCo, Head of Year	Ongoing from Nov 2021
l). Careers education challenges stereotypes and develops aspirations for all students	PSM	Ongoing
m). Accessibility across the academy is a weekly agenda item for the academy's senior leadership team	Senior Leaders	Ongoing
n). Internal and external training addresses all areas of special educational need and disabilities across the academy and is available to all staff.	SENCo	Ongoing
o). The Extended Learning department work closely with curriculum teams and pastoral teams to address curriculum access for all pupils with special educational needs and disabilities and English as an additional language.	SENCo, Heads of Department, Heads of Year	Ongoing
p). Where possible students have access to translated materials, use of electronic tablets or language specific dictionaries to support learners with English as an additional language. *	QEGSMAT, Senior Leaders	Ongoing
q). All extra-curricular and offsite activities are available to all students.	Senior Leaders	Ongoing



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3. Access the delivery of written information at City of Derby Academy.

Aim

Continue to improve access to all written information for students, parents/carers where:

- English is an additional language
- there are additional learning needs, including low levels of literacy and communication difficulties.
- there is a visual impairment

Current good practice (*Includes practice under development)	Responsible Person/s	Date Actioned
a). All home/school correspondence: <ul style="list-style-type: none">• is available in a range of languages• avoids unnecessary wording*• considers the presentation of large amounts of text*	QEGSMAT, Senior Leaders, MBE	Ongoing
b). The academy website can be accessed in several languages and in paper format upon request.	QEGSMAT, Senior Leaders, MBE	In Place and ongoing
c). The academy uses different social media platforms to share key dates and information with students, parents/carers.	QEGSMAT, Senior Leaders, MBE	In Place and ongoing
d). Advice from external agencies including STEPS for Visual Impairment and the academy's Educational Psychologist, is shared with students, teachers, and relevant school staff	SENCo,	On going
e). Advice from external agencies including STEPS for Visual Impairment and the academy's Educational Psychologist can be communicated with students, parents/carers through our onsite translator	SENCo, Family Support Worker, Inhouse Translator	Ongoing
f). Consideration of all signage on/around the academy site e.g., size, font, and colour*	Estates, MDH, Senior Leaders	In Place and ongoing