

David Nieper Academy Accessibility Plan

David Nieper Academy

**Date: September 2023 –
September 2026**

Introduction

David Nieper Academy is committed to providing a full, inclusive curriculum and learning environment for all students.

We moved into a brand-new academy building in February 2017 on the original school site. This building is a three-storey block with a separate Sports hall. The building has a lift ensuring that all floors are accessible. All Faculty areas have classrooms with height adjustable tables or work benches. The main hall is fitted with a hearing loop. Help call points are installed on each floor and safe areas are designated on each floor in the event of a fire. The Academy has an Evac chair and fire marshals are trained in its use.

The grounds of the academy were completed in November 2019. The new entrance has a long pupil walkway with steps down to the academy building and an appropriate ramp for step free access. Disabled parking is near the entrance at the front of the building.

The Governing Body recognises its responsibilities under the Equality Act 2010. As part of the Equality Act protected characteristics include:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

The Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Increase the extent to which pupils with disabilities can participate in the curriculum

Target	Tasks	Timescale	Resources	Responsibility	Impact
Ensure that all students can access the curriculum	Continue to review the accessibility of the KS3 curriculum	23-24	SLT time	SLT	Broad and balanced and appropriate curriculum on offer for all students with clear progression links. All pupils can access and are benefitting from a continually improving curriculum offer. As a result of earlier intervention, fewer pupils are accessing internal AP on a full-time basis.
	Evaluate KS3 assessment tools to ensure that their format allows all students to access all elements and that they are reliably assessing pupils' knowledge and understanding	23-24	SLT and ML development time	CRU	
	Utilise transition information to identify any cohorts of pupils requiring a higher level of support to successfully access the curriculum	23-26	Transition meetings, planning time	CEN, JHI, EME	
	Evaluate the impact of the 3-year KS3 and 2-year KS4	Dec 23	SLT time	SLT	
	Identify and plan for appropriate vocational qualifications to cater for a wide range of pupil interests and skills at KS4 and 5	23-25	SLT and ML research and planning including visits to other settings	CEN, CRU, NWA	
	Evaluate the success of new and existing options at KS4 and 5 to inform future curriculum decisions	23-26	SLT time	SLT	

	Build on the successes from within our internal AP to support a wider number of pupils through short-term and long-term placements, including KS3 and KS4	Sept 23 onwards	Planning time, staffing of AP with teachers and inclusion staff	EME	
Ensure that all students can access the Academy's extra-curricular programme	Track uptake and attendance at ET activities for all groups of pupils Actively promote ET to under-represented groups of pupils from tracking data set Create bespoke ET activities specifically targeted towards pupils with SEND and any other under-represented groups	Dec 23 Feb 24 April 24	ET coordinator time Planning time Staff time to run further ET activities	RWH, FPE and LSP FPE and LSP FPE and LSP	All groups of pupils are benefiting from the excellent extra-curricular offer
Support students and parents with KS4/ 5 option choices	Full information provided for all Year 9 and Year 11 students including external speakers and visits. Year 9 options event and one-to one meetings with students and parents. Careers advice available throughout the year for groups or one-to-one and available for parents at parents' evenings. Ongoing support for students who join the academy within the year or who change their minds regarding option or Sixth Form choices	Sept 23 onwards Sept 23 onwards As required	Built into tutor/ assembly time External careers advisor along with academy staff External careers advisor/ internal career and advice guidance	Key Stage 3,4,5 PALs/ CEN BBR CRU	All students provided with full and ongoing advice, guidance and support at all transition points. All pupils provided with external, impartial advice which is also accessible by parents. Additional support provided for pupils new to the academy and those requiring additional advice

<p>All staff to be provided with ongoing professional development to support all pupils to access and engage with the curriculum</p>	<p>Ongoing CPD programme throughout the year</p> <p>Staff provided with full student information including Pupil Passports</p> <p>Ongoing support for teachers and Faculties from Learning support team</p> <p>Teaching assistants linked to specific faculties and attending faculty meetings – SEND to be a standing item at faculty meetings</p>	<p>Annual</p> <p>Regular updates through SIMs</p> <p>Annual provision of TAs as SEND pupil named key workers</p> <p>23-26</p>	<p>CPD programme, directed time budget</p> <p>Learning support team</p> <p>Learning support team</p> <p>Learning support team</p>	<p>CRU</p> <p>EME</p> <p>EME</p> <p>LFO</p>	<p>Full information available to staff with ongoing training and support provided.</p> <p>Staff feel more confident working with all pupils and have a good awareness of need</p> <p>SEND team supporting teacher practice</p> <p>Improved access to the curriculum leads to pupils with SEND achieving inline with non-SEND peers. This is mirrored through suspension and exclusion figures.</p>
<p>Required support provided to ensure curriculum accessibility</p> <p>Improve the delivery of information to students with a need and/or disability</p>	<p>To keep under review the requirements of all students and to address these in a prompt manner.</p> <p>To ensure the academy uses a wide range of communication methods to ensure information is accessible, including:</p> <ul style="list-style-type: none"> Large Print Resources Braille Pictorial or Symbolic representations Internal Signage Hearing Loops <p>All teaching staff are provided with regularly updated lists of all pupils requiring printouts of resources e.g. PowerPoints</p>	<p>Reviewed each September and updates through SIMs</p> <p>Reviewed each September and throughout the year</p> <p>Termly</p>	<p>Learning support team in conjunction with external agencies</p> <p>Learning support team in conjunction with external agencies</p>	<p>EME</p> <p>EME</p>	<p>Ongoing adjustments or equipment to be purchased as required to ensure that all students can access the curriculum.</p> <p>Ongoing adjustments or equipment to be purchased as required to ensure that all students can access the curriculum.</p>

Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Target	Tasks	Timescale	Resources	Responsibility	Impact
All areas of the academy to be accessible and compliant with requirements	Site team to keep all areas (internal and external) of the academy under review.	Half termly	Site team	WBE	<p>Full compliant access to all areas</p> <p>Disabled access maintained at all times including disabled toilets</p> <p>Lifts are working at all times</p> <p>Health and safety considerations are taken into account and regularly reviewed.</p> <p>Full compliant access to all areas</p>
To work with the ESFA and contractors to ensure that all building and ground snags and defects are addressed in a timely manner.	Site manager to report and track all defects and issues	Half-termly site meetings held with ongoing dialogues where required for immediate attention to any items	Site team	DLE	<p>Health and safety considerations are taken into account and regularly reviewed.</p>

Improve the availability of accessible information to pupils with disabilities

Target	Tasks	Timescale	Resources	Responsibility	Impact
All policies to be in place, kept up to date and reviewed as appropriate	All David Nieper Academy policies to be approved by governors and then reviewed as appropriate.	See policy timeline	Time, Governor and link governor meetings	SLT	All policies in place and updated and reviewed regularly
Keep under review all forms of communication with parents and carers to ensure that we are meeting any accessibility needs.	To be proactive in reviewing and anticipating the needs of our families through ongoing discussion and liaison with feeder schools.	Half termly meetings	Meeting time	RWH	Effective communication with feeder schools
	Family Support Manager and Pastoral support managers to instigate and maintain regular contact with families including home visits and to advise as to any amendments, variations or adjustments required to our usual communication.	Ongoing with regular review meetings	Time and investment in resources as required	Family Support Manager /EME	Individual needs met with variations to communication provided.
	Work proactively with DIASS and other advocacy organisations to support communication with the families of children with SEND				