



DOWNHAM MARKET  
ACADEMY

# Accessibility plan

<b>Approved by:</b>	Local Governing Body	<b>Date:</b> February 2025
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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to providing every student full access to the curriculum no matter their starting point or barriers to learning.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We work in partnership with Norfolk County Council and follow their guidance and procedures in ensuring our Academy setting meets the needs of disabled children and young people. More information about the Norfolk County Council procedures can be accessed [here](#)

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. The Hive supports students from Year 7 upwards.	Short term: Ensure DMA curriculum meets the needs of students with a disability ensuring as full access to activities as possible.	Review participation of all vulnerable groups in all Academy activities e.g. extracurricular clubs, trips and visits and look for patterns of over or under representation	SLT and Curriculum Leaders	Ongoing	Curriculum reviewed and adapted where applicable

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>All students required specific support have detailed profiles that are shared on Edulink with all staff.</li> <li>Teacher are required to adapt their teaching to meet the needs of all learners</li> </ul>	<p><i>Short term</i> All staff are aware of the needs of students in their classes through use of one-page profiles shared on Edulink. Learning tasks are adapted accordingly and support strategies are implemented.</p> <p><i>Medium term</i> Effective use is made of professional partners in support the education of students with a disability.</p>	<p>SEND profiles to be reviewed at least termly and adapted based on guidance from external professionals.</p> <p>Curriculum Leaders to ensure teachers are using SEND profiles to plan for students in their classes</p> <p>Professional partners are involved in planning provision for students with a disability</p>	<p>SENDCo</p> <p>Curriculum Leaders</p> <p>SLT</p>	<p>Ongoing</p>	<p>SEND profiles are up to date and include input from outside agencies</p> <p>Evidence provided through review of in-class practice</p>
	<ul style="list-style-type: none"> <li>Curriculum resources include examples of people with disabilities.</li> </ul>	<p><i>Medium term</i> PSHE curriculum is reviewed termly to include information on disabilities and equality</p>	<p>SLT to review PSHE curriculum to ensure key groups are represented</p>	<p>PSHE coordinators and SLT</p>	<p>Reviewed termly</p>	<p>Disabilities and equality to be an integral part of PSHE curriculum</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Potential grades are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>Careers guidance is in place for all students including those with disabilities</li> </ul>	<p><i>Long term</i></p> <p>Suitability of the curriculum for the needs of all students, particularly those with a disability to be reviewed regularly</p> <p>Effective careers education and guidance to be offered to inform phase transitions.</p>	SLT to review in liaison with the careers coordinator the careers curriculum and it meeting of the Gatsby objectives in providing careers guidance to students with disabilities	SLT and Careers Coordinator	Ongoing	<p>Students with disabilities are engaged in all curriculum subjects</p> <p>Disabled students successfully transition to further education, training or employment – as evidence by NEET statistics</p>
	<ul style="list-style-type: none"> <li>Exam access arrangements are put in place in accordance with JCQ regulations</li> <li>Technology is used to support students with disabilities as required such as use of immersive reader, voice recognition, word processor, coloured filters</li> </ul>	<p><i>Short term</i></p> <p>Exam access arrangements and technology provision to be reviewed on a half termly basis</p>	SENDCo to ensure appropriate identification and testing is in place	SENDCo and Curriculum Leaders	Ongoing	Students have appropriate exam arrangements in place

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Continue to monitor and ensure the school site has the required access for all pupils.	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps to external access doors</li> <li>• Automatic doors enabling independent wheelchair entry to J, S and D blocks</li> <li>• Lift to first floor of main school building providing access to Art classrooms</li> <li>• Lessons timetabled downstairs where possible for students with mobility needs</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Yellow highlighting of changes in surface to support visually impaired students</li> </ul>	<p><i>Medium term</i></p> <p>Continue to ensure that physical adaptations to the Academy environment are kept in a good state of repair and are signposted to users to enable easy access</p>	Regularly seek feedback from our Academy community on the adaptations in place and any changes that need to be made	SLT	Ongoing – reviewed termly based on accessibility needs within the school.	Students are able to access lessons in line with their peers

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• High contrast signage</li> <li>• Access to large print resources</li> <li>• Braille – under guidance from the Virtual School for Sensory Support</li> <li>• Induction loops – under guidance from the Virtual School for Sensory Support</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Medium term</p> <p>Continue to ensure that the varied needs of our community are met in terms of delivering key information in a format that is easy to access for the user.</p>	Regularly seek feedback from the Academy community on the information we share and the manner in which we share it	SLT	Yearly	Positive evidence of engagement and meeting the varied needs of our community



## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCo and Headteacher. It will be approved by the Local Governing Body.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- SEN Strategies and Advice planning booklet