



| <b>DAWN HOUSE SCHOOL – STAFF HANDBOOK</b> |                                      |
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| <b>Policy Title: Accessibility Plan</b>   |                                      |
| <b>Section: A</b>                         | <b>Policy No: A.2</b>                |
| <b>Version Date:</b> January 2022         | <b>Review Date:</b> January 2025     |
| <b>Name of Originator:</b> KF             | <b>Designation:</b> Deputy Principal |

## ACCESSIBILITY PLAN 2022 to 2025

### Dawn House School

*We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over the prescribed period.*

#### Plan over a prescribed period

1. The Dawn House School Accessibility Plan has been drawn up based upon study of legislation, informed by staff knowledge of pupils' needs and disabilities in conjunction with information received from placing authorities, parents, pupils and governors of the school. The Accessibility Plan will contribute and advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the period ahead of the next review date. This plan was updated Autumn Term 2021 and reflects statutory requirements for the setting of Equality Objectives and has since been reviewed
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that I CAN Director of Education will monitor the school's activity under the Equality Act 2010 (and in particular regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their age, education, 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 by challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion developing a culture of inclusion within the school.
4. The Dawn House School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. In accordance with the Equalities Act 2010 the Accessibility Plan will contain relevant and timely actions to:
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as those pupils without a disability. The school understands that failure to do this would be in breach of its duties under the Equalities Act 2010; as such, this covers both teaching and learning and the wider curriculum of the school such as participation in enrichment lessons, after-school clubs, leisure and cultural activities and school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school such as improved access, lightning, acoustic treatment and colour schemes and physical aids to access education within a reasonable timeframe and through a planned rolling programme.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; such examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the senior leadership group and subsequently updated by the school. However, remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

8. The terms of reference for the Governing body will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

9. The School Brochure/Prospectus will make reference to this Accessibility Plan.

10. The School's complaints procedure covers the Accessibility Plan.

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

12. The Accessibility Plan will be monitored by the Governing Body.

14. The school will work in partnership with I CAN in developing and implementing this Accessibility Plan.

15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

## Legal framework

This policy also has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behavioural Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

## **Roles and responsibilities**

The governing Body will be responsible for:

- Monitoring the Accessibility Plan.
- Approving the Accessibility Plan before it is implemented.

The Principal will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the SLG and governing Body
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- Working closely with the governing Body, ICAN and external agencies to effectively create and implement the school's Accessibility Plan.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin, in line with the Administering Medication Policy.

## Dawn House School Accessibility Plan - 2022 to 2025:

### Aims and Objectives

Our aims are to:

- Increase access to the curriculum for all pupils
- Improve and maintain pupil and staff mental health and wellbeing
- Improve and maintain the physical environment
- Improving the delivery of written information

The table below sets out how the school will achieve these aims.

| Aim  | Current good practice  | Objectives   | Actions  | Person responsible   | Date to be completed by            |
|--|--|--|--|--|------------------------------------|
| Increase access to the curriculum for all pupils | Curriculum is subject to ongoing review to ensure it meets the needs of all pupils | Curriculum model and provision is being reviewed to ensure pupils continue to make excellent progress towards challenging objectives | Ensure the effectiveness of the curriculum models. Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners | Deputy Principal, Assistant Headteacher, Lead Practitioners, Subject leads | Sept 2022                          |
|  | Collaborative practices used in some classroom lessons in school                   | To maximise the impact of collaborative practices across school to support pupils to make excellent progress                         | Delivery of training to all staff on the impact of collaboration<br>Increased timetabling of therapists in lessons   | Head of Therapy<br>Deputy Principal<br>Principal                           | Easter 2022                        |
|  | Use of TAs across school to meet the needs of the pupils subject to ongoing review | To maximise the use of Teaching Assistants to support pupils to access the curriculum and develop their independence.                | Training for staff in use of adults in the classroom.<br>Carry out an audit and develop a TA structure to support pupil access and development.                | Deputy Principal<br>Lead TA  | February 2022<br><br>February 2022 |

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|  |  | Ensure all staff have up to date and relevant training   | Programme of CPD for staff in the variety of needs of the pupils in school  |   | Rolling programme                            |
|  | Personalised curriculums in place for a large number of pupils to support them in preparation for Adulthood      | To ensure that a broad and balanced suite of accreditations are on offer to support pupil's progression to further education or work                       | Carry out audit of current accreditations<br>Robust Careers plan and curriculum in place  | Deputy Principal<br>Assistant Headteacher<br>Examination Officer<br>Subject Leaders | April 2022<br>April 2022                     |
| Improve and maintain pupil and staff mental health and wellbeing | Wellbeing team in place including a Mental Health Practitioner. Lilly-Jo Project used in KS2 & 3.                | To further develop staff expertise in meeting students' mental health needs & emotional wellbeing.   | Training programme in place for Mental Health First Aid<br>Expansion of the Wellbeing Team<br>Engage in the Stonewall Train the Trainer CPD | Head of Therapy Principal   | Rolling programme<br>April 2022<br>Sept 2022 |
| Improve and maintain the physical environment                    | Schedule of maintenance and improvement in place. Significant investment in ensuring building is fit for purpose | To increase the extent to which disabled children and those with special educational needs are able to benefit from both education and associated services | Complete the planned improvements, review pupil access to ensure a positive impact on learning  | Site Manager<br>School Business Manager<br>Principal                                | December 2022                                |
| Improving the delivery of written information                    | Speech and Language therapists and teachers support pupils to access information in a variety of ways.           | To ensure the Cognitive Load of all information provided is appropriate<br>To ensure pupils have access to multiple methods of recording                   | CPD provided for teachers and therapists<br><br>TTRS subscription and set of laptops to support.  | Deputy Principal<br>Assistant Headteacher<br>Head of Therapy<br>Lead Practitioners  | February 2022<br><br>Ongoing                 |