

## Dormston School

## Accessibility Plan 2020 – 2023

### **School aims, values and ethos**

At Dormston, our values reflect our commitment to being a school where there are high expectations of everyone. We aim to prepare our children for the opportunities, responsibilities and experiences of life by providing a wide range of high quality, stimulating and challenging learning opportunities so that each child attains and achieves all that they are able to. We strive to create a community that is supportive and friendly as well as challenging, so we can establish good learning habits for school and for the future., We want the very best for all our children and everyone in our school is important and included. We recognise and value everyone’s uniqueness and success. We celebrate learning in all its forms and are committed to nurturing lifelong learners who have confidence and good self-esteem. The school aims to ensure that our physical environment, curriculum and written information are as accessible as possible. Staff receive regular training in supporting children with SEND and we work with a range of external agencies to achieve this end. Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

### **Contextual Information**

Dormston is a larger than average sized secondary school with 1127 pupils currently on roll. It is a multi-storey building with an additional single storey block built in 2017. Over several years, the school building has been adapted and developed to improve accessibility.

We cater for children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

### **Current access arrangements at Dormston**

- Most areas of the school are accessible to all pupils. The upper levels of A Block, B Block and C Block are only accessible by stairs.
- There are three designated disabled parking bays on the school car park
- Disabled toilet facilities in the main school building and in the PLC are fitted with a handrail and a pull emergency cord
- Evacuation chairs are situated throughout the main building and are suitable for use by children and adults with disabilities
- The atrium is fully accessible for wheelchair users. Several entrances have ramped access and the school plans to purchase a mobile ramp which can be attached to any doorway
- The school has internal emergency signage and escape routes are clearly marked
- Personal Emergency Egress Plans are in place for identified pupils and parents
- All school information is available in large print on request and pupils with visual stress have access to appropriately coloured exercise books and overlays
- The school supports any available partnerships to develop and implement this plan

- Liaison with specialist services to ensure appropriate support is provided for identified pupils and reasonable adjustments made
- All lessons, education visits, learning experiences and after school clubs are accessible to all pupils irrespective of attainment or impairment
- Expectations for all are high and everyone is valued and made welcome
- A school Pastoral Team work to identify and eliminate barriers to learning and participation
- Teaching staff have a good understanding of how disabilities can affect learning and ensure their planning & teaching is inclusive, varied and differentiated to meet the needs of all individuals and groups
- The school has a clear complaints procedure and an 'open door' policy to ensure issues are dealt with promptly
- If you have any concerns relating to accessibility in school, this procedure sets out the process for raising your concerns
- This plan will be made available online on the school website

### Purpose of this plan

Under the Equality Act 2010, it is statutory for schools to have an Accessibility Plan. This plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The purpose of the plan is to ensure we meet our statutory duties towards our pupils, parents, carers, staff, Governors and members of the wider community who may have a disability, in order that all may have the fullest possible access to our provision. Where pupils and prospective pupils are concerned, school also acknowledges its non-discrimination and planning duty under the SEND 2014.

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. Under this Act, a person has a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to carry out 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.

Our school is committed to ensuring that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We will endeavour to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan was drawn up following a detailed audit of the three areas – access to physical environment of school, access to school curriculum and access to written information.

## Accessibility Action Plan

### 1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the ethos of Dormston. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes and ensure that all children are enabled to participate fully in the broader life of the school. Consequently, all children are permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time scale	Responsibility	Success criteria
To improve access to ICT equipment for pupils with dyslexia/visual stress	Purchase of coloured overlays for computer screens	By February half term 2021	SBM	All pupils with identified visual stress will be able to use an overlay when doing computer based work.
Ensure that all new teachers & learning support assistants have received Dyslexia Friendly Schools training	Identified staff meeting time to deliver in house training	March 2021	SENCo	All staff will be aware of and using agreed strategies to support pupils with dyslexia
To ensure pupils with dyscalculia receive appropriate support to access the maths curriculum	Training for all teachers and learning support assistants on Dyscalculia provided	Ongoing	SENCo/SLT	Pupils with dyscalculia are identified early and appropriate support is in place
To identify Year 6 pupils who may need adapted or additional provision on entry to Year 7	Liaison with feeder schools and parents to share information and prepare for the new intake of children into Year 7 classes	June/July each year	SENCo/SLT	Provision/resources/equipment in place ready for when the children start Year 7
Ensure all staff have thorough understanding of disability equality issues	Identified staff meeting time to deliver in house training	Summer term 2021	SLT	All staff will understand the requirements of the Equality Act 2010
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing within policy review cycle	SBM	All policies clearly reflect inclusive practice and procedure

To offer a differentiated curriculum for all pupils	To comply with the Equality Act 2010	Ongoing within 5 year curriculum	SLT	Curriculum is clearly differentiated to meet the needs of all pupils
Ensure that resources are tailored to the needs of pupils who require access to the curriculum	To comply with the Equality Act 2010	Ongoing within 5 year curriculum	SLT	Specially adapted resources are in place tailored to individual needs
Curriculum resources will include examples of people with disabilities	To comply with the Equality Act 2010	Ongoing within 5 year curriculum	SLT	Curriculum resources are fully inclusive

2. Improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school. As they move through the school, adaptations are made to the physical environment of their classroom in order to fully meet their needs.

Target	Strategies	Time scale	Responsibility	Success criteria
To ensure all barriers to access in school are eliminated	Make any necessary adjustments to size of doorways and corridor widths to enable wheelchair access. Mobile ramp to be purchased.	Autumn term 2022	SBM/Site Manager	All doorways, paths, corridors, ramps, etc enable wheelchair users and/or children and adults with disabilities to access all areas of school
To ensure that all outdoor areas are accessible to children and adults with disabilities	Plan any outdoor developments to provide access by all	Academic year 2022-23	SBM/Site Manager/SLT	All outdoor areas are accessible to all pupils and parents
To enable parents and visitors with hearing difficulties to access events in theatre	Update Hearing Loop system in theatre	September 2023	SBM/Site Manager	All attendees at events held in theatre will be able to make use of the Hearing Loop.
Improvements to help the visually impaired	External steps highlighted in yellow/non-slip paint	Ongoing maintenance	SBM/Site Manager	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Bookshelves at wheelchair accessible height	Plan any classroom/library developments to ensure appropriate access	Ongoing	SBM/Site Manager	Learning environment adapted to meet the needs of pupils as required

Ensure that where available all lifts are in good working order	Maintenance and repairs of lifts in PLC and Atrium	September 2020	SBM	Students/staff/visitors with mobility issues are able to access first floor areas.
To maintain a system for evacuating wheelchair users and /or children and adults with a disability from the building	Signage to be visible and Fire Evacuation Policy to be updated annually.	Ongoing	SBM	Visitors/parents who are unable to vacate the building independently during an evacuation will have a clear system to follow and an identified initial muster point.

### 3. Improving the delivery of written information to pupils, staff, parents, carers and other members of the school community

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include hand-outs, textbooks and information about school events. We will ensure that the information is provided in a preferred format and within a reasonable timeframe.

Target	Strategies	Time scale	Responsibility	Success criteria
To ensure that visually impaired parents and visitors have access to adapted safeguarding information about the school	Key information for visitors will be provided in audio form	September 2021	DSL/SBM	All visitors to the school will receive key information in a form that is accessible to them.
Availability of written material in alternative formats	Improve availability of information for parents: <ul style="list-style-type: none"> <li>• Display appropriate leaflets for parents to collect</li> <li>• Translated documents provided where appropriate</li> <li>• Translate function on school website</li> <li>• Improve internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	Ongoing	School office staff	Information to disabled pupils/parents as appropriate. Written information available in alternative formats.