

Accessibility Plan

|  |
| --- |
| Signed by: |
| Elizabeth Johnson | Headteacher | Date: | 30.09.23 |
| Sharon Redhead | Chair of governors | Date: | February 2024 |

**Contents:**

[Statement of intent](#statementofintent)

1. [Legal framework](#Legalframework)
2. [Roles and responsibilities](#Rolesandresponsibilities)
3. [The Accessibility Audit](#Accessibilityadit)
4. [Planning duty 1: Curriculum](#_Planning_duty_1:)
5. [Planning duty 2: Physical environment](#_Planning_duty_2:_1)
6. [Planning duty 3: Information](#_Planning_duty_3:)
7. [Monitoring and review](#_Monitoring_and_review_1)

**School Vision**

We believe every child has the potential to learn and grow, regardless of their ability. We believe every child should have opportunities and challenges to help them to develop to their full potential and become fully prepared to take a part in society. We believe in striving towards excellence throughout our provision through training and development of staff. We will constantly seek innovative ways to engage and challenge our pupils through our curriculum and the whole of school life regardless of ability, need, medical diagnosis or any other presenting difficulty.

At Dryden School we believe all children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Our curriculum is flexible enough to meet the needs of all our students as they are signposted towards pre-formal, semi-formal and formal pathways to achieve their potential. Work in school, therefore is designed to meet the often very diverse needs, of all students and the statutory requirements of their personal EHCP. We are passionate in promoting pupil engagement, differentiation and personalisation and overcoming any presenting potential barriers to learning. Our curriculum is underpinned and driven by our commitment to promoting communication, functionality, independence and wellbeing. Our curriculum prepares **all** of our students for **adulthood.**

**Statement of intent**

This plan outlines howDryden School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims 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 above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils’ disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

* Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
* Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace.
1. **Legal framework**

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

* Human Rights Act 1998
* The Special Educational Needs and Disability Regulations 2014
* Education and Inspections Act 2006
* Equality Act 2010
* Education Act 1996
* 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’
* KSCiE 2022

This plan operates in conjunction with the following school policies:

* Equality Policy
* Admissions Policy
* Behaviour Support Policy
* Medication Policy
* Intimate Care Policy
* Anti-bullying Policy
* Curriculum Policy
* Health and Safety Policy
* School Development Plan
* Data Protection Policy

1. **Roles and responsibilities**

**[Updated]** The governing board will be responsible for:

* **[New]** Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
* Approving this policy and the Accessibility Plan before they are implemented.
* Monitoring this policy and the Accessibility Plan.

**[Updated]** The headteacher will be responsible for:

* **[Updated]** Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board and in line with the school’s legal obligations and the principles outlined in this policy.
* Ensuring that staff members are aware of pupils’ SEND
* Establishing whether a new pupil has any SEND or medical conditions which the school should be aware of.
* Consulting with relevant and reputable experts if challenging situations regarding pupils’ SEN arise.
* Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

**[Updated]** The SENCO will be responsible for:

* Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
* **[New]** Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

**[Updated]** Staff members will be responsible for:

* Acting in accordance with this policy and the Accessibility Plan at all times.
* **[New]** Supporting SEND pupils to access their environment and their education wherever necessary, e.g. differentiate to meet needs of pupils
* Ensuring that their actions do not discriminate against any pupil as a result of their disability.
* Supporting pupils with complex SEND
* Complete all relevant paperwork including EHCP documentation
1. **The Accessibility Audit**

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

* **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
* **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
* **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

* **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
* **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
* **Visual disabilities** – this includes those with visual impairments and sensitivities
* **Auditory disabilities** – this includes those with hearing impairments and sensitivities
* **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify and address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ SEND and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

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

Our aims are to:

• Increase access to the curriculum for pupils with a disability

• Improve and maintain access to the physical environment

• Improve the delivery of written information to pupils

• Improving outcomes for all stakeholders

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aim | Objective | Action  | who | Success Criteria |
| Increase access to the curriculum for pupils with a disability | To review current whole school curriculum provision and its current impact on meeting individual pupil needs – refine new curriculum to meet needs of pupils focus on engagementStaff training to meet the needs of our pupils | Train staff in Levels of Engagement Nick Sheffield Subject leads to refine curriculum and adapt to meet need especially semi-formalResource curriculum areas especially Maths and EnglishRSE to be reviewed and to meet needs of pupilsIPads to be used in class to promote inclusivity eg writing Source appropriate CPD for staff-ACEs-SALT-Rebound-Thrive- Engagement- VI training | SLTTLRSLT/TLR/teachersTLR/teachersTeachersSLT | Pupils following an individualised pathway leading to more engagementEHCP outcomes meetIncreased skill set of staff.Staff have a deeper understanding of the needs of pupils – especially those with more profound needs.Pupils will increasingly become skilled in the use of the iPad and be able to increase work using digital formatStaff will have a greater understanding of individual pupil needs |
| Improving outcomes for all stakeholders | To implement SEND reforms in line with statutory recommendations To work more effectively with parent/carers on promoting joint approaches to learning.To work closer with Health Colleagues as part of EHCP process | Audit current quality of EHCPsTraining from local authority for all teaching staff on the EHCP process and writing meaningful/SMART outcomesUse EHCP in an individualised context – eg in bespoke lessons in the curriculumSeek input from parents and pupils in EHCPWork with Dawn Robson to plan and implement Health aspects on plan | SLTAll teaching staff.TA to be aware of processTeachers & TasTeachers & TasDawn Robson | Achievable/bespoke outcomes set for pupilsProgress towards EHCP outcomes meetEHCP evident in planning and teachers/TAs working towards EHCP outcomesPupils where appropriate understand and actively involved in their plan (pupil voice/parent voice)Health planning on EHCPs will become more important and significant  |
| Improve communication – pupils/parents | Breaking down communication barriers for all pupils including EAL | PupilsPromote the use of Makaton eg singing assemblies; staff to access training Signs and symbols increasingly promoted across school as part of total communication approachUse of interpreting service to support EAL pupils/parentsSeek advice and guidance from EAL provision GatesheadResources – use of Technology to breakdown language barrier ParentsProvide all written information and letters in clear print in plain EnglishParents with EAL to be provided with letters in their own language Staff to support parents/carers to access information and complete forms.  | All staffFamily Liaison | Pupils and parents able to communicate their wants and wishes.Parents who have EAL able to understand all school communication |
| Increased accessibility for Pupils with Severe Visual Impairment | To increase accessibility and independence around school for pupils with VI | Audit of VI accessibilityNew signage and adaptations as recommendedTraining of VI specialist adaptations to the curriculum eg colour tent training, on body signingReferrals to OT for further sensory assessment where necessaryMeetings with QTVI to ensure VI adaptations are being followedVI Excellence School | Accessibility officerCarrie-Anne Brooke-Lovell | Dryden will become an VI friendly environment where pupils with VI are enabled to be as independent as possible.  |
| Increased Accessibility for Pupils with sensory needs | To increase accessibility and sensory regulation for pupils with high sensory needs | Access to specialist equipment such as Hydrotherapy Pool, Rebound Therapy, specialist frame swings and hammock, sensory equipment in class and outside as necessary and planned opportunities to use themStaff training for specialist equipment and techniquesReferrals to OT  | Class LeadsSENCOSLT | Dryden will increase accessibility to the curriculum and enable students to be able to access school events and increasing social times and assemblies without becoming dysregulated. |

# Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is September 2024. Any changes to this plan will be communicated to all staff members and relevant stakeholders.