Danecourt School

Accessibility Plan

September 2023

(V2)

Approved by:	Cathryn Falconer - Hedteacher Awaiting approval from LAC	**Date:**	September 2023
Last reviewed on:	July 2022		
Next review due by:	July 2027		

Contents

1. Aims....2
2. Legislation and guidance.... 2
3. Action plan....3

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.

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.

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.

This policy complies with our funding agreement and articles of association.

3. Action Plan

Physical Access:

Intended Outcomes / Targets	Strategies	Who	Timescale	Resources	Monitoring
To improve the disabled toilet facilities available within the school.	Update current facilities to ensure that they are fully accessible.	Site Manager	12 months		SLT
To ensure that all children have access to adapted / specialist furniture to meet the individual needs of the pupils.	Review of current furniture with input from therapist as to the most appropriate furniture to meet the children's needs.	Class Teachers / Therapists	Ongoing and as the need arises	As identified	Leadership Team
To ensure that classrooms and all spaces around the school are organised in order to meet the needs of the pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. Purchase any specialist equipment required.	Class Teachers	Ongoing and as the need arises	Furniture / visual supports	Leadership Team
To ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from LA HI and VI advisory teachers.		Ongoing		

Curriculum:

Intended Outcomes / Targets	Strategies	Who	Timescale	Resources	Monitoring
Increase confidence of all staff in differentiating the curriculum in order to meet the individual needs of the pupils.	Awareness of training needs to be met through twilights / online training / rolling training programmes.	Leadership Team	Ongoing as required		Leadership Team / SDP
To use ICT software to support all areas of development and learning, including communication	Access the needs of the children to identify how IT can be used to support learning and break down barriers.	IT / Therapists	As Required	IT	Leadership Team
To ensure that all staff have received appropriate training in order to support pupils learning effectively.	Clear training offer for all staff when they start work at Danecourt. Updates and rolling training programme identified.	CF	Ongoing	Training / Inset days	CF
To ensure that staff are confident in offering emotional well-being and support to pupils.	Staff trained in identified strategies / interventions and released to support those children identified as being in need	ZS	As required	Training	Leadership Team
Educational Visits – all children are able to take part in educational visits.	Risk assessments completed by teachers / EVC coordinator. Additional Venues investigated which have accessibility for all children	EVC	Ongoing		Leadership Team

Access to Information:

Intended Outcomes / Targets	Strategies	Who	Timescale	Resources	Monitoring
That written material, including signage and other information made available to the children, is provided in a variety of alternative formats.	Audit of signage and written information used within lessons.	LE (SALT)	July 2021 and then ongoing	Funding	Leadership Team
To enable improved access to written information for children, parents and visitors.	Review all information to parents including at parent's evening, data snapshots. Newsletters reviewed Ensure all information that is shared with parents is clear and jargon free Audit of information on website and accessibility of information. Continue to promote services e.g. through leaflets, information etc.	Admin team	Ongoing		CS – Office Manager