STRIVE - THRIVE - ACHIEVE

Accessibility Plan

Approved by:	Management Committee	**Date:** October 2024
Last reviewed on:	October 2024	
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Contents

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. This can be demonstrated via our:

> *Mission Statement*
> Danesgate is diverse in comparison to mainstream provision in that staff roles and the curriculum are adapted where possible to cater for the needs of the young people in our care; therefore, it is crucial that core expectations are met to maintain a quality structure at Danesgate. We want everyone in our school community to:
> - STRIVE: The Danesgate Community endeavours to help young people STRIVE to develop positive behaviours and constructive attitudes and to overcome barriers to learning.
> - THRIVE: The Danesgate Community endeavours to provide young people with skills to overcome learning barriers for the future, in order that they can THRIVE in society.
> - ACHIEVE: The Danesgate Community endeavours to teach young people to ACHIEVE academically, emotionally and socially −   all of our pupils have different starting points and experiences of school when they join Danesgate.

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.

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.

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.

3. Our approach for those with disabilities

Welcoming and preparing for disabled users.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion. The plan and other relevant policies are available on The Danesgate website and can be viewed in large print or other accessible format, if required.

Where it is possible to make reasonable adjustments to enable prospective pupils to take up a place at Danesgate the School is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing new pupils, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

Definition of Disability

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental health impairment including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, which has a substantial and long-term adverse effect on their ability to carry out every day to day activities. This also now includes those with HIV or Multiple Sclerosis, have cancer or surviving cancer from the point of diagnosis.

For Danesgate this means a significant number of learners will be included in the definition. When the impairment affects one of more of the following when going about everyday activities:
- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or move objects
- Speech, Hearing or Eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

Disability and Special Educational Needs

Under the DDA a number of SEN learners will be defined as disabled. However not all will have a statement. Were someone has asthma, arthritis or diabetes they may not have a SEN but still have rights under the DDA. In particular learners whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Available Planning

Accessibility plans are often an added section to the School Improvement Plan. A clear process for monitoring and reviewing the action-plan should be identified within the school.

Danesgate begins by ensuring the information needs of existing disabled pupils are being met. It then goes on to consider what it would need to respond to the needs of future disabled pupils. It also remembers to consider the access needs of staff and parents/carers.

This forms part of The Danesgate Community three year plans for the period December 2023 – December 2026. An audit of the accessibility of the building was carried out. This helped to identify and prioritise access issues around the physical environment. It will also suggest strategies for achieving these targets that can be reflected in a revised accessibility plan and shared with the local authority.

3. Action plan

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

Improving access to the physical environment (Short term objectives)

Plan	Equality Objective: Targets	Actions needed to reach objective	Timescale	Responsibility	Monitoring/Evidence: Outcomes/ Evaluation of impact
SPE1	School is aware of the access needs of all users	● Create access plans for individual users as part of policies and procedures	Ongoing	SLT	● Individual plans in place for all disabled pupils and staff were needed. System in place for awareness of all access needs recording.
SPE2	School staff are aware of access issues.	● Provide information and training on disability, equality for all staff.	Ongoing	SLT	● Raised confidence of staff and governors in commitment to meet access needs.
SPE3	All developments for building work consider Accessibility.	● Share accessibility information with relevant personnel and contractors.	Ongoing	SLT Management committee	● On-going improvements in access to all areas when undertaking routine and maintenance works.
SPE4	Improve access information in the reception area.	● a) Put up clear signs in the reception with symbols, welcome sign in different languages and formats	Ongoing	All Staff Health & Safety officer	● Disabled parents/carers visitors feel more welcome.
SPE5	Improve signage and external access for visually impaired people	● Replace external light bulbs immediately when 'blown' ● Seek advice on the Sensory Needs Service on appropriate colours/styles for signs and address where needed	Sept 24	Head teacher Site manager	● Visually impaired people feel safe in the ground ● Access around the site is easier for all.
SPE6	Redesign all areas to make all areas accessible to all users	● Reduce height of shelves and work desks ● Alter layout to make area wheelchair accessible	Ongoing	All staff Site manager	● All users have independent access to all areas.

Plan	Equality Objective: Targets	Actions needed to reach objective	Timescale	Responsibility	Monitoring/Evidence: Outcomes/ Evaluation of impact
SPE7	Schedule repainting of areas in colours with suitable contrasting woodwork	• Seek advice on Sensory Needs Service on appropriate colours. • When areas are painted under Routine and Maintenance, include contrasting colours.	Sept 25	SENCO Site manager	• Colour schemes that support teaching, learning and behaviour. • All areas accessible for visually impaired pupils.
SPE8	Ensure that all disabled users can be safely evacuated in the event of an emergency	• Put in place Personal Emergency Evacuation Plans for all users • Develop a system to ensure all staff are aware of their responsibilities	Ongoing	SENCO Head teacher Management committee Fire wardens	• All disabled users and staff are safe and confident in event of fire.

Improving access to the physical environment (Medium term objectives)

Plan	Equality Objective: Targets	Actions needed to reach objective	Timescale	Responsibility	Monitoring/Evidence: Outcomes/ Evaluation of impact
MPE1	Redesign disabled person's parking bay with access to reception and all site areas.	• Allocate a spaces • Mark up access area to the reception from car park	Sept 25	Head teacher Management committee	• Accessible parking bay for disabled staff/visitors. • Easy access from car park to reception for wheelchair users/people with pushchairs etc.
MPE2	Improve the ICT suit	• Seek advice from ICT team on optimum layout of furniture to address inappropriate chairs • look at new program resources to aid all learning	Sept 25	Curriculum Deputy head ICT Co-ordinator	• Improve teaching, learning and behaviour. • Hardware available to meet needs of a wider arrange of users
MPE3	Improve use of available aids	• Make everyone aware of hearing loop system	Sept 25	All staff	• Hearing impaired users are better able to access all areas.

Improving access to the physical environment (Long term objectives)

Plan	Equality Objective: Targets	Actions needed to reach objective	Timescale	Responsibility	Monitoring/Evidence: Outcomes/ Evaluation of impact
LPE1	Provide an Evac chair for emergencies eg lift failure, fire escape.	• Request advice from Health and Safety Adviser on accessibility of exit routes	Sept 25	Head teacher Management committee	• All disabled users have safe independent plan to implement in emergency situations
LPE2	Redesign the reception security and entry system to make it more independently accessible and welcoming.	• Carry out access audit on reception area • Make reception doors accessible for all users • Change the door entry system to make it accessible to hearing impaired, visually impaired and other disabled users	Sept 26	Head teacher Management committee	• All disabled people are able to access reception and enter and leave independently.

Improving access to the curriculum (Short term objectives)

Plan	Equality Objective: Targets	Actions needed to reach objective	Timescale	Responsibility	Monitoring/Evidence: Outcomes/ Evaluation of impact
SC1	Increase confidence of all staff in differentiating the curriculum to suit all learning needs	• Undertake audit of all staff training needs on curriculum access. Record Professional Development process • Assign training days to identified e.g. dyslexia, differentiation, alternative curriculum awareness.	Sept 25	SENCO	• Raised confidence of all staff in strategies for differentiation and increased pupil progression through a wider curriculum range.

SC2	Ensure access to specific training on disability issues	● Undertake audit of all staff training needs on curriculum access. Record Professional Development process ● Assign training days to identified e.g. dyslexia, differentiation, alternative curriculum awareness.	Sept 25	SENCO	● Raised confidence of all staff in strategies for differentiation and increased pupil progression through a wider curriculum range. ●
SC3	Ensure all staff are aware of possible curriculum access availability	● Set up system of individual access plans for disabled learners. ● Set up system for information to be shared with appropriate staff	Sept 25	SENCO Curriculum coordinator	● Information available on individual pupils' access needs.
SC4	Ensure all staff are aware of, and able to use staff shared area and all SEN software and resources	● Audit all SEN ICT and other resources and make list available to all staff ● Run individual training sessions on use of staff shared area and SEN software and resources	Sept 25	SENCO Curriculum coordinator	● Wider use of ICT and SEN resources

Improving access to the curriculum (Medium term objectives)

Plan	Equality Objective: Targets	Actions needed to reach objective	Timescale	Responsibility	Monitoring/Evidence: Outcomes/ Evaluation of impact
MC1	Ensure all school activities and trips are accessible to all users	● Develop guidance for staff on making trips accessible ● Provide training on visit information system for all staff	Sept 25	Head teacher Assistant head	● All children in school able to access all school trips and take part in a full range of activities.

Plan	Equality Objective: Targets	Actions needed to reach objective	Timescale	Responsibility	Monitoring/Evidence: Outcomes/ Evaluation of impact
MC2	Review PE Curriculum to make PE accessible to all	• Gather information in accessible PE and Disability Sports • Invite disabled sports people in for particular sessions • Review PE curriculum to include disability sports	Sept 25	SENCO PE Coordinator	• All children able to access PE and able to excel in sports.
MC3	Review all curriculum areas to include disability issues	• Include specific reference to disability equality in all curriculum reviews • Develop curriculum to address disability equality issues	Sept 25	Subject leaders Deputy Head curriculum	• Gradual introduction of disability issues into all curriculum areas. • Roll models, positive reinforcement and empathy

Improving access to the curriculum (Long term objectives)

Plan	Equality Objective: Targets	Actions needed to reach objective	Timescale	Responsibility	Monitoring/Evidence: Outcomes/ Evaluation of impact
LC1	Develop consistent approach to differentiation and alternative curriculum areas	• Develop school policy with good practice guidance • Organise INSET sessions to share good practice	Sept 26	Subject leaders Deputy Head curriculum	• All staff confident and consistent in range of differentiation strategies and use of alternative curriculum.
LC2	Ensure disabled users participate equally in all school and out of school activities	• Survey participation in all areas by all users. • Organise additional activities for all users	Sept 25	All staff	• Disabled users confident and able to participate equally in out of school activities.

Plan	Equality Objective: Targets	Actions needed to reach objective	Timescale	Responsibility	Monitoring/Evidence: Outcomes/ Evaluation of impact
LC3	Ensure all staff have undertaken disability equality training	• Set up Inset training for all staff on disability equality, explore support from Special Schools. • Ensure new staff access similar CPD courses	Sept 25	SENCO	• All staff work from a disability equality perspective.
LC4	Develop links with local special school to improve understanding of curriculum	• Organise opportunities for staff to observe their curriculum area at Local Special School • Establish link meetings for curriculum coordinators	Sept 26	Deputy Head curriculum	• Increased confidence of staff in developing their curriculum area accessible.
LC5	Develop system for involving TA's in curriculum planning	• Establish joint TA/ teacher planning opportunities • Set up system for joint TA's/teacher evaluations	Sept 26	Subject leaders Deputy Head curriculum SENCO	Improved involvement of TA's in planning and evaluation school development.

Improving access to the information (Short term objectives)

Plan	Equality Objective: Targets	Actions needed to reach objective	Timescale	Responsibility	Monitoring/Evidence: Outcomes/ Evaluation of impact
SI1	Review information available to ensure it is accessible to all.	• Ask parents/carers about access needs when a child is admitted to school • Review all outgoing information home to check reading age/plain speak and language preference • Produce newsletter in alternative formats • updates and regular reviews are scheduled	Ongoing	Head teacher	• All users can get information in preferred format that they can access e.g. website, email, large print, braille and audio.

SI2	Ensure all staff are aware of guidance on accessible formats	• Distribute guidance on good practice in accessible formats and Editorial guidelines. • Provide guidance to all staff on accessible information	Ongoing	SENCO	• All staff produces routine information to pupils in more accessible ways.
SI3	Inclusive discussion of access to information in all annual reviews	• Ask parents/carers and children about access to information and preferred formats in all reviews • Develop strategies including IEPs to meet all needs	Ongoing	SENCO	• Staff more aware of pupil's preferred methods of communication.

Improving access to the information (Medium term objectives)

Plan	Equality Objective: Targets	Actions needed to reach objective	Timescale	Responsibility	Monitoring/Evidence: Outcomes/ Evaluation of impact
MI1	Children become more aware of their own and others learning styles and access needs	• Include access to information to all systems • Encourage pupils to express their access needs and explore learning styles	Sept 25	All Staff	• Children able to articulate their access needs and understand their own and others learning styles.
MI2	Design access of school information on accessibility	• Seek advice making information accessible • Design information in Plain English etc. and ensure it explicitly welcomes disabled users and issues.	Sept 25	Head teacher	• All users feel confident in the information available about accessibility.
MI3	Produce accessible leaflet and increase support for all	• Work with parents of disabled children to produce an accessible leaflet for the school. • Set up a group for training and support needs	Sept 26	SENCO	• Increased confidence of users and parents of disabled children and those to support education. • •

		● Available information to Support all users			

Improving access to the information (Long term objectives)

Plan	Equality Objective: Targets	Actions needed to reach objective	Timescale	Responsibility	Monitoring/Evidence: Outcomes/ Evaluation of impact
LI1	Establish Basic British Sign Language within the school	● Invite a Deaf teacher to introduce Deaf culture to all e.g run session for groups and classes. ● Establish basic awareness training for staff	Sept 26	SENCO	● All users introduced to some basic BSL Signs. ● Deaf people can be included in all school activity.
LI2	Review all signs in school to include Symbols	● Gradually replace written signs to include symbols ● Put symbols onto displays to enhance text	Sept 26	Headteacher	● Everyone can understand signage and find way around school.