

Accessibility Plan 2022

Plan Written: Spring Term 2022

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The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

We are a maintained Community Special School for boys and girls aging in range from 4 years to 11 years. There are currently 160 children on roll. All children have an Education and Healthcare Plan (EHCP) and are placed at the school by Hampshire Education Authority.

The children have a wide range of Learning Disabilities ranging from Moderate to Profound and Multiple. Just over 60% of the children on roll have an ASD diagnosis. Some of the children on roll have life limiting conditions and complex medical needs. Many of the children on roll have one or more difficulty; and all would fall into the category of having a disability under the terms of the DDA.

Current trends indicate that the range of needs catered for by the school will increase in complexity.

All pupils irrespective of difficulty have the opportunity to be included in all activities, including residential. Regardless of disability, all pupils access all areas of the curriculum including PE where all activities are differentiated and programmes are devised in liaison with Physiotherapists and Occupational Therapists. We also have regular input from Specialist Teacher Advisors for those pupils that have a Hearing Impairment or are Visually Impaired.

Staff are trained to meet the wide range of need and engage in a rolling programme of training. This includes Manual Handling, Makaton, Administration of Medication etc.

The progress of all pupils is monitored individually and by cohort. All pupils make good progress against their prior learning.

The school does not currently have any staff on roll that are registered disabled. The school is wheelchair accessible

The School Site

The school comprises of a mainly single storey building on a sloping site. There are two lifts which serve for internal access for children and visitors who are not ambulant. There is access to outside areas from all class bases and main school facilities such as the Assembly Hall and Dining Hall. A small first floor houses offices, which are not used for teaching purposes but can only be accessed via a staircase.

There are toilets with disabled access on all levels of the building except the first floor offices. All disabled toilets are now fitted with help alarms.

All children arrive at school on transport provided by the Local Authority or are transported to school by parents / carers. There are a number of marked disabled parking bays and there is ramped access to the main reception doors.

All internal corridor doors are now fitted with magnets which hold the doors open during school hours. The corridors throughout the school are wide enough for passage of wheelchairs and walkers.

All fire alarms are fitted with a visual alarm.

The school has access to 3 mini buses, 2 of which have ramps fitted for wheelchair access. The majority of staff who are MIDAS trained are also trained in using the hydraulic ramps to facilitate wheelchair access.

The School's Vision & Values

Our Purpose:

- We aim to provide a nurturing and safe environment
- We aim to provide a meaningful curriculum which helps children to develop independence and life skills, prioritising the development of functional communication for every child.
- We aim to meet the individual needs of every child, through the environment and curriculum we provide and the provision of highly skilled and trained staff.
- We aim to work in partnership with and provide support to all families
- We ensure we have high expectations of every child, celebrating the success and achievement of all.
- We ensure that every child is accepted, viewed as an individual and there is a culture of valuing all.
- As a result children are happy, have fun, flourish and are enabled to fulfil their potential

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection
- Equalities Act (2010)

Curriculum

We will work to ensure that every child is entitled to an appropriate, relevant, broad and balanced curriculum and that any barriers to learning will be addressed to ensure the curriculum is accessible to every child

Our curriculum will prepare all children for the opportunities and experiences of later life, ensuring that they can be as independent as possible, equipped with the necessary skills to be positively included in society.

Communication

All staff have a responsibility to enable each pupil to communicate to the best of their ability and will communicate with pupils using systems that are appropriate for their level of understanding and development.

Pupils will be encouraged to use their communication skills functionally, to progress educationally and to be part of the community

All forms of communication are valued equally to ensure a shared and two-way communication process.

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- Governors
- Head Teacher
- School Administration Team

Progress Since Last Plan

Objective	Progress	Achieved
Feasibility study into removing lifts from the Junior end of the school and installing ramps.	All classrooms are accessible via external doors in the event that lifts are not available . Costs to replace lifts and install ramps are prohibitive.	Not being progressed
Ensure new extension is fully accessible	Build compliant with DDA regulations. The classrooms are fitted with high end acoustic technology which reduces noise reverberation making the classrooms more accessible for those children with sensory processing difficulties. New toilets are accessible and each has an emergency pull cord. There is an existing bathroom immediately next to the new classrooms that is fully accessible with changing beds and hoists. The new therapy room has been fitted with a hoist to enable safe moving and handling of pupils and enables pupils to access all suitable equipment in that room.	Spring 2021
Ensure ratio of disabled car parking spaces is maintained when additional spaces are provided post new extension.	Ratio maintained	Spring 2021
Look at making doors to dining hall automatic. Even though there are double doors into the area, they are very heavy and not easily accessible with a wheelchair.	New fire exits installed as part of extension to dining facilities – both of which are DDA compliant. Doors into dining hall have been reversed so that the doors open into the dining hall.	Spring 2021
Ensure new play equipment is accessible for all children.	New accessible equipment installed as part of new build and being used	Spring 2021

Ongoing Items and New Items Identified

Objective	Progress	To be completed by
Monitor Paving slabs adjacent to main entrance for trip hazards	Ongoing maintenance by site staff ensure that any identified trip hazards are rectified in a timely manner.	Ongoing
Consider purchasing new furniture for main reception offering seating of differing levels.	Will be investigated as part of capital spend 2022/23	Ongoing
Braille signs to distinguish between male / female toilets.		Spring 2022
Look at threshold at the top door entrance, too steep for easy wheelchair access.		Summer 2022
Ensure any new play equipment is accessible for all children.		Ongoing
When new mini bus is replaced, ensure that it is fully accessible.	New bus not procured during 2021/22 because of the pandemic.	Autumn 2022/23
Write a report into how accessible all of the outside areas really are for children in wheelchairs.	Woodland walk has rotted and ramps will be replaced by surfacing that can be traversed by children and adults in wheelchairs and can be safely negotiated by those with a visual or physical impairment.	Summer 2022
Introduce a holistic communication training programme for parents / carers to enable PECS / TOBIs to be used outside of the school environment		Summer 2022
The new software being introduced for visitors should be intuitive to all, irrespective of technical ability. The tablet should also be set at a height that wheelchair users can access it, or be detachable from it's mount so that it can be handed to a wheelchair user.		Spring 2022
The new staff room should be refurbished with a view to ensuring that the holistic needs of all staff can be met and that the staff room is a sanctuary away from the demands of classroom life.		Autumn 2022/3
Any new computing equipment should have functionality that will enable efficient & effective use by individuals. Especially so for any equipment that is being loaned to facilitate home learning.		Ongoing

The schools website should be fully accessible to all including those for whom English is not their first language.		Ongoing
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This plan will be reviewed Summer Term 2023.