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Table of Changes

Date	Section of Policy	Amendment
June 2022	Key Recommendations	Review of previous objectives / new objectives identified.

Document Purpose

This policy reflects the values and philosophy of Delamere School in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DCSF.

Delamere School caters for pupils with the full range of additional & complex needs and as a 'special school' focuses its resources to ensure equality of access for all pupils regardless of disability with individual needs assessed and resourced in order to ensure developmental progression in all areas.

Audience

This policy, having been presented to and agreed upon by the whole staff and Governing Body is distributed for the information of:

- All teaching staff
- All teaching assistants
- All support staff

A copy of the policy is available on:

- The school website.

This is available for:

- School governors
- External Professionals
- OFSTED
- Parents
- Visiting teachers

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to accessing the curriculum and full participation in the school community for pupils with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA)
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum, including:-

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Achieving the Objectives

This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objective outlined above.

a) Education & related activities

The school will continue to ensure equality of access and developmental achievement commensurate with every child's potential ability.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes,

and more accessible facilities, services and fittings.

c) Provision of information

The school will endeavor to provide information (including electronic information) in alternative formats when required or requested.

Accessibility Plan- Identifying Barriers to Access

Organisational	Completed	In Progress	Not yet addressed
Are school visits made accessible to all pupils irrespective of attainment or disability? <i>(As part of a developmental programme differentiated to meet individual need)</i>	✓		
Preparation for entry into school. <i>(Admissions Policy- within the resources of the School, School Brochure and student information pack))</i>	✓		
Grouping of pupils <i>(with regard to both primary need and year group with personalised learning programmes in place plus individual support e.g. reading as relevant)</i>	✓		
Homework policy and practice <i>(reference Homework Policy including Purple Mash – online learning system accessible at home).</i>	✓		
School discipline <i>(reference Behaviour Policy)</i>	✓		
Exclusion procedures <i>(reference Exclusions Policy.)</i>			✓
School clubs and activities <i>(full access as relevant)</i>	✓		
School trips <i>(full access with risk assessment in place reference Educational Visits Policy)</i>	✓		
The school's arrangements for working with other agencies <i>(Multi-agency approach with close collaboration between school and other professionals – therapy teams, medical personnel, social services etc).</i>	✓		

Attitudinal	Completed	In Progress	Not yet addressed
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? <i>(Extensive training programmes in place – both external and internal, whole staff and on individual need to ensure the highest quality provision for children. Reference School Development Plan.)</i>	✓		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? <i>Individual developmental progression identified in lesson plan e.g. Teaching strategies and resources. Learning Support Plans, Communication Passports, Sensory Profiles all support personalized planning.</i>	✓		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? <i>(As above)</i>	✓		
Are there high expectations of all pupils? <i>(All pupils are baselined with SMART targets set for the pupil to achieve within their zone of potential development, also reference e.g. Teaching & Learning Policy)</i>	✓		
Do staff seek to remove all barriers to learning and participation? <i>(reference Equalities Policy)</i>	✓		
Access to the curriculum. <i>(As above with differentiation if necessary, reference Inclusion Policy, Autism policy, Behaviour Policy etc).</i>	✓		
School policies, e.g. Attendance Policy, Supporting Children with Medical Needs Policy etc <i>(All in place with annual review)</i>	✓		
Interaction with peers. <i>(Part of developmental criteria as held in PHSE pregression records)</i>	✓		

Physical access	Completed	In Progress	Not yet addressed
Are your classrooms optimally organised for disabled pupils? (Resources component in scheme of work and lesson plan)	✓		
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? (Single storey building with e.g. disabled toilets and special features)	✓		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? (Internal security doors require assistance)		✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? (signage under review)	✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components? (a comprehensive system is in place, reference Health and Safety Policy)	✓		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? Use of symbols, photographs, tactile mapping boards, objects of reference.	✓		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? All needs catered for in a personalized way.	✓		

Are areas to which pupils should have access well lit? (<i>Automatic lighting</i>)	✓		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? (<i>Low school numbers and small class sizes also individual needs met through specialist equipment</i>)	✓		
Is furniture and equipment selected, adjusted and located appropriately? (<i>as a Special school all resources are provided and organised to reflect whole school need</i>)	✓		
Access to school facilities. (<i>equality for opportunity approaches reference Equality policy</i>)	✓		
Activities to support the curriculum, e.g. drama group visiting school. (<i>range of additional activities provided – educational visits, visiting specialists</i>).	✓		
School sports. <i>Both in school and off site activities provided – swimming, donkey riding etc.</i>	✓		
How the school deals with emergency procedures. (<i>Regular documented checks and practice e.g. fire drill also Site manager checks, Health and Safety policy, First Aid Guidelines e.t.c.</i>)	✓		
Breaks and lunchtimes. (<i>As a special school, children are well supported at all times. Podd symbol communication mats available in the dining room etc.</i>)	✓		
The serving of school meals. (<i>Own kitchens with provision for special dietary requirements</i>)	✓		

Curriculum Access	Completed	In Progress	Not yet addressed
Do lessons provide opportunities for all pupils to achieve? (<i>Differentiated Lesson Plans with linked PLTs</i>)	✓		
Are lessons responsive to pupil diversity? (<i>as above</i>)	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (<i>reference teaching and learning policy</i>)	✓		
Are all pupils encouraged to take part in music, drama and physical activities? (<i>see curriculum rolling programmes re-broad and balanced curriculum entitlement</i>)	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? (<i>Individual differentiated programmes</i>)	✓		
Do you provide access to computer technology appropriate for students with disabilities? (<i>as identified in statement for SEN and represented in lesson planning formats</i>)		✓	
Teaching and learning. (<i>reference Teaching and Learning policy</i>)	✓		
Classroom organisation. (<i>Individually assessed and represented in lesson plan</i>)	✓		
Timetabling. (<i>reference Equal Opportunities policy and Statutory guidance</i>)	✓		
Assessment and exam arrangements. (<i>Individual & personalized approach to assessment – see Assessment, Reporting & Recording Policy</i>)	✓		
Preparation of pupils for the next phase of education. (<i>See transition policy</i>)	✓		

Information Access	Completed	In Progress	Not yet addressed
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? (Individual statements and EHC Plans would identify strategies and resources to meet need)	✓		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? (As above)	✓		
Do you have the facilities such as ICT to produce written information in different formats? (specialist ICT software such as Boardmaker symbol system)	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? (professional development programme with support from ICT co-ordinator to train staff in e.g. alternative communication systems)	✓		
School announcements. Whole school email communication system. Website with translation tool. Parent communication via email, text, phone call, Parentmail, Target Tracker.	✓		
Access to information. Through schools planned Information systems as above)		✓	

Accessibility Plan- Key Recommendations

	KEY RECOMMENDATIONS
Physical Access	<p>Previous objective: To investigate, source funding and install improved sports facilities for the full range of children’s needs at Delamere – particularly a multi-use games area and refurbished pool. Both resources achieved.</p> <p>Previous objective: Investigate, source and install external air supply for studio to bring up to acceptable public building standards. External air supply installed.</p> <p>New objective: Range of access issues for children in wheelchairs – the issues identified are; Uneven flooring / internal matting / external flags. Doors too narrow – Owl class & sensory room Need mechanism to hold open doors whilst going through with wheelchairs on some internal doors. Cost, source and deliver solutions to these issues.</p>
Curriculum Access	<p>Previous objective: To review curriculum offer to ensure access to high quality and innovative Arts provision for all children in all areas of expressive Art. New Arts role created – specialist TA3 / professional artists, musicians and theatre companies commissioned to work with children across school.</p> <p>New objective: To investigate eye gaze technology for children with limited physical mobility but cognitive ability.</p>

Information Access	<p>Previous objectives: Improve Home / School communication system to include easy to access consent controls. Source system with improved standards for both payments and communication – ease of access.</p> <p>Parentmail implemented across school for ease of access to communication school – home.</p> <p>New objective: Increase access to online support for parents available on school website across range of topics e.g. curriculum information, E-safety etc.</p>
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