



<b>Category</b>	General Management		
<b>Document Name</b>	Accessibility Plan		
<b>Approval By</b>	St Dominic's School Governing Body		
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<b>Version</b>	1.1	<b>Last Update</b>	6 May 2014

### Related Policies

Document	Reference
Equality & Diversity Policy	GM.P1
Disability Discrimination Policy	GM.P2

### Reference Material

Guidance
Equality Act 2012 Schedule 10

### Introduction

In accordance with the Trust's Accessibility Policy, St Dominic's School have prepared this Accessibility Plan to make arrangements for accessibility planning for disabled pupils and staff.

#### Definitions

Within the terms of the Act, the term 'disability' is defined thus:

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

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc.

Within the terms of this document, "curriculum" is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits and residential living.



## Process

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with

- Governors
- the school council
- parents/carers of pupils
- staff
- external partners

## Vision

St Dominic's School will make arrangements to ensure that pupils with disabilities have

- have high aspirations, a willingness to succeed and the ability to make the right choices
- have access to provision in the choices that they want to make
- feel included within all areas of school life
- have the ability to progress along their chosen path

## Values

St Dominic's School will communicate to all pupils and staff that they are expected to

- show respect for feelings, values and beliefs of others in our diverse school society. Including positive attitudes towards people with disabilities, through PSHE.
- encourage pupils with disabilities to be self-confident, have high self-esteem and the ability to form constructive relationships with others

## Progress & Action Items

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

### Curriculum

The school will increase access to the curriculum, expanding the curriculum if necessary. This covers teaching and learning and the wider curriculum of the school such as participation in clubs, leisure activities, schools visit and activity week. It also covers the provision of specialist aids and equipment which may assist learners in accessing the curriculum.

The school will continue to seek and follow the advice of the local authorities and the Department of Education.

The school acknowledges that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

### 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 and fittings.

- The sloping nature of the site and existing buildings cause significant disabled access issues which the school is trying to address.
- The main building was originally a country house and is believed to have been constructed in the early years of the 20th Century.
- The teaching block is a three-storey building estimated to have been built around 1960.
- The double story therapy block is believed to date from around 1960
- The senior block is a modern detached two-storey building believed to have been constructed in the late 1990's.

#### Provision of information

The school will improve the delivery of written information to learners, staff, parents and visitors. The information should be made available in various preferred formats. The school will make itself aware of local services for providing information in alternative formats when required or requested.

The following improvements have been made to improve accessibility.

Location/Equipment	Improvement	Date
Visitors car park	Disabled parking bay designated and marked	2010
	Ramp constructed to chapel entrance	2005
	Railing on ramp to chapel entrance	2006
	DDA Access Audit completed by independent company	2009
	Paint external step edgings	2009
Whole site	Portable ramp purchased for use around the site	2009
Visitors car park	Disabled parking bay widened and remarked	2010
General	Communication to parents for events include paragraph on request for help if disabled	2010
School Main Building	Investigation into colour schemes for decoration purpose	2011
Portakabin	Disabled toilet in new building	2010
General	Compliance with new Equality Act 2010	2011
School	Improved fire alarm system	2011
	DDA audit of teaching buildings	2011
	Autism Accreditation (AA) awarded – Sensory needs of pupils addressed	2011
	Continuity of approach employed (AA) –	2011
	Change symbols for visual support	2011
	Structure – social communication program	2011
	Disabled parking bay in front entrance	2011
	Paint external step edgings	2012
	Adequate external lighting confirmed	2012
Compliance with Equality Act 2010	2012	

We will continue to carry out an annual access audit to improve the physical environment of the school as documented in the plan below.

**Short Term Accessibility Plan**

Action	Strategy	Outcome	Timeframe
Produce disabled action plan ready for implementation if/when necessary	Committee to planning the inclusion of: <ul style="list-style-type: none"> <li>disabled pupil</li> <li>disabled employee</li> <li>Plan ready to be implemented when needed.</li> </ul>	Plan ready to be implemented when needed.	October 2013

**Long Term Accessibility Plan**

Objective	Activity	Strategy	Timeframe	Achieved
Ensure compliance with Equality Act 2010	Awareness of the DDA requirements and accessibility plan by staff and governors	Staff meetings Governors meetings	Continuous	Full compliance with Equality Act 2013
DDA plan to include special educational needs of pupils	Greater understanding of the needs of the pupils	Include SENCO in the DDA process  Therapy Input	By Summer 2013	Better understanding of what adjustments are required to meet pupils needs
Ability to accommodate disabled visitors	Draw up procedures to include all facts regarding accessibility of site	Continue to Gain Inform for all disabled visitors prior to visit	April 2013	Plan for limited disabled access
Raise awareness of disabled pupils /staff and visitors during fire alarm procedure	Ensure fire procedures take account of the needs of students and staff with disabilities	Fire Marshall meetings	On going	Safer environment during fire alarms
Adhere to the DDA regulations regarding disabled parking.	Disabled parking bays correct proportion	Re-mark disabled parking spaces	Summer Half term 2013	Compliance with DDA regulations
Improve visibility of steps	Assist with depth perception disability	Paint internal step edgings, strips on internal step edgings.	Annually on going  Include in Summer works program	Improved visibility