School Accessibility Plan 2019-21

Introduction

This plan is drawn up in accordance with current legislation and requirements as specified by the Equality Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the Department for Education and Skills (DfES) in July 2002, now known as the Department for Education (DfE).

Definition of Disability

Disability is defined in the Equality Act 2010 as:

"*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.*"

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

Key Objective

To reduce and eliminate barriers which restrict pupils' access to the curriculum and participation in the school community.

Principles

St Dominic's School seeks to ensure that compliance is consistent with the school's ethos and values, the Equality & Diversity Policy, and the SEN Policy.

The school recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in admissions, 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;
- To publish an Accessibility Plan.

The school will:

- Recognise and value 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;
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2015 framework, which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges;
  - responding to pupils' diverse learning needs;
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Education & related activities

The school will continue to seek and follow the advice of LA services, such as Special Education and Disability Needs (SEND) teachers/advisors, and other appropriate health professionals and consultants.

With regard to controlled assessments and examinations, the school will in all cases adhere to the JCQ guidelines on access arrangements, reasonable adjustments and special consideration.

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, colour schemes, and more accessible facilities and fittings.

Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Financial planning and control

The Principal and the Senior Leadership Team, together with OHC&AT Finance staff and members of the Local Governing Body, will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time the School Accessibility Plan will be integrated into the School Development Plan.

Action Plan

The school will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the key objectives of the Accessibility Plan is met (Appendix A).

Plan Availability

The school makes its accessibility plan available in the following ways:

- A copy is held in the school office alongside the Health & Safety (H&S) documentation;
- A copy is posted on the school website;
- A copy can be emailed or posted on request.

Related Policies and Procedures

School Development Plan
Child Protection Safeguarding Policy and Procedure
SEN Policy Equality & Diversity Policy
Curriculum Policies

Appendix A: Accessibility Targets

		Objective	Strategies	Outcome
Short Term	1	Ensure compliance with the school's aims, the Equality & Diversity Policy, and the operation of the school's SEN Policy	Staff and Local Governing Body informed of requirements and obligations regarding the Accessibility Plan	Staff and Local Governing Body aware of requirements
	2	Liaise with mainstream and other special schools to share good practice and strategies	Arrange visits for staff to observe working practices as well as reciprocal visits to St Dominic's School	Increase staff confidence and competence in delivering the curriculum to pupils with disabilities
	3	Ensure that signage across the school is 'fit for purpose' so that it promotes pupil independence and prevents visitors from becoming lost	Erection of symbolised internal signage to be used by pupils and visitors	Increased independence for pupils.
Medium Term	4	Training for teachers on differentiating the curriculum	Subject leads to write maps for their respective curriculum areas by Feb half-term 2020	Teachers are able to fully meet the requirements of pupils' needs in accessing the curriculum
	5	Expansion / redevelopment of the provision to ensure that it is accessible for all pupils	SLT to liaise with building contractors to ensure that works that take place to redevelop and expand the site to accommodate additional pupil numbers ensures that the site remains accessible for all pupils on roll	Pupils are able to access all parts of the site at St Dominic's school The site remains safe for pupils who attend St Dominic's school
Long Term	6	To continue to develop new and improved resources that increase pupils' access to learning	To further develop our links with the OHC&AT Digital Learning team and to continue to research new technologies in support of our curriculum	Improved use of technology to support learning across the curriculum