

Dudley House School Accessibility Plan



DOCUMENT INFORMATION			
Reviewed by:	Health and Safety Committee & SEND	Review Cycle:	3 yearly or as needed
Last Review:	September 2022	Next Review:	September 2025

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

At Dudley House School we are *committed* to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

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.

The British Union Conference of Seventh-day Adventists provides training on issues relating to improving access to the curriculum and understanding issues relating to the Equality Act 2010.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and the governing board of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. The building and site mostly complies with the requirements of the Equalities Act 2010.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

This Accessibility Plan contains relevant actions to:

- Increase access to the **curriculum** for all pupils, ensuring those with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of **information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

3. Action plan

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

Improving Curriculum Access

Dudley House School have a whole school approach to the provision of SEND. The school endeavours to provide a learning environment which allows all pupils to feel safe, secure and valued. Teaching staff set high expectations and encourage independence, providing all pupils with the opportunity to experience success. Teachers must take into account potential barriers to learning and make provisions where necessary to support pupils.

Curriculum planning and assessment for pupils with SEND must take into account the type and extent of the difficulty experienced by the pupil. Dudley House School's SEND Policy details the processes and provisions available. It covers all areas of SEND as per the SEND Code of Practice (2015). Effective strategies and resources can be found in the SEND policy and Passports of the individual pupil. Please refer to this policy for further advice and guidance on the school's support of pupils with SEND.

Wider Curriculum

Dudley House School provides a range of extra-curricular clubs, activities and visits. Those organising such activities must plan for and support the individual needs of pupils who attend. Where appropriate, the school makes reasonable adjustments to meet the needs of the pupil(s) during activities and visits.

Aim	Action	Timescale	Responsibility, Resources & Cost	Date Complete
Improved Quality First Teaching for SEND pupils.	<p>Deliver departmental staff training to support high Quality First Teaching</p> <p>To observe pupils in lessons to inform better strategies and interventions</p>	Ongoing	All Teaching Staff Training in-house	
Further improve whole school general approach to supporting learners with SEND through training relating to disability equality training	Specific and regular CPD programme for Teaching and Learning, including SEND; staff to work more closely with the SENDCo and plan for the needs of pupils with SEND within their subject area(s)	Autumn 1 2022	SENDCo Training (Cost for training met by BUC)	31.10.22
Increase awareness and confidence in teachers to be able to differentiate appropriately for children with dyslexia and dyscalculia.	Assign CPD for dyslexia and dyscalculia, differentiation and recording methods.	Spring 1 2024	SEND Governor Training Training costs	
Pre-teaching and re-teaching of key objectives and themes	TAs to develop knowledge of curriculum and how to teach objectives prior to lessons to support children's ability to access the learning in whole class context	Ongoing	SENDCo & TAs Training (in-house)	
Develop as an 'autism and social communication friendly' school	Training for key staff on autism and social communication difficulties within school from special needs school.	Summer 1 2024	SENDCo & HT Training (in-house) Cost of training	
Develop as 'communication friendly school'	Training for key staff on SALT and whole school processes	Spring 2 2024	SENDCo & SALT (external) Training	

Aim	Action	Timescale	Responsibility, Resources & Cost	Date Complete
To develop the use of the school's tracking system to monitor and evaluate the progress of pupils with SEND, and identify pupils with potential SEND	SENDCo to liaise with SLT at Pupil Progress Meetings to track the progress of all pupils	Ongoing	SENDCo & SLT Training (in house)	
Develop the provision of a Sensory Space for pupils with ASD	Current sensory space to be developed to include sensory resources	Spring 2023	SENDCo £250.00	31.2.23

Physical Environment

At present, our facilities for people with disabilities are subject to limitations, but we will do all that is reasonable to ensure the school's culture, policies and procedures are made accessible to pupils, parents and visits who have disabilities. We will fulfil our legal and moral responsibilities in order to accommodate the needs of applicants, pupils, parents and visitors who have disabilities which, after reasonable adjustments, we can cater for adequately.

We will consider accessibility needs and requirements during major refurbishment programs or as part of any specific individual needs or requirements should they arise. Nevertheless, where possible, the school will seek to make reasonable adjustments where needed, through classroom and timetable changes to provide access to pupils with SEND.

Aim	Action	Timescale	Responsibility, Resources & Cost	Date Complete
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds for pupils in school. Suggest actions and implement as budget allows.	On-going	Modifications will be made to the school building to improve access.	

Aim	Action	Timescale	Responsibility, Resources & Cost	Date Complete
Ensure classrooms and equipment is organised and accessible to all pupils.	Staff to ensure furniture is arranged to allow ease of access and meet pupil need. Organise equipment and resources for pupils to access independently.	Ongoing Ongoing	J Johnson	
Ensure all children with specific physical disabilities can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all children with difficulties. Develop a system to ensure all staff members are aware of their responsibilities.	As required	SENDCo J Johnson Resource – PEEP Template	
Appropriate use of specialised equipment to benefit individual pupils & staff	Meet with relevant professionals to discuss adjustments which could be made and resources which could be purchased.	As required	SENDCo; meet with SALT,	

Written Information

Aim	Action	Timescale	Responsibility, Resources & Cost	Date Complete
Develop availability of written material in alternative formats when specifically requested.	Undertake a whole school communication review. School be aware of service available for converting written information into alternative forms. As and where required, a range of communication methods to ensure information is accessible will be made available. This includes: <ul style="list-style-type: none"> • Internal signage 	Communication review – January 2024	SENDCo and Administrative staff	

Aim	Action	Timescale	Responsibility, Resources & Cost	Date Complete
	<ul style="list-style-type: none"> • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 			
Provide information in other languages for children or prospective children who may have difficulty with hearing or language problems.	<p>Access to translators, sign language interpreters to be considered and offered, if possible.</p> <p>Letters and communication from the school can be accessed in a range of different languages- on request.</p>	Communication review – January 2024	SENDCo and Administrative staff Resources	
To ensure that all parents/carers are able to access all information on the website.	To provide hard copies of newsletters and policies when requested and printed in large print if required	January 2024	IT Technician & Administrative staff	
To improve systems of accessing written information for those pupils with visual difficulties.	<p>Worksheets photocopied on different coloured paper for pupil and enlarged to required font.</p> <p>Tinted backgrounds used on interactive whiteboards.</p> <p>Different coloured overlays available for pupils to use.</p>	Ongoing	All staff	

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently, if necessary. It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and Safety Policy

- Equality Policy
- SEND Policy