

# **Durston House**

## **Accessibility Plan**

### **Aim of the Plan**

Durston House School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

### **Definition of disability and scope of the plan**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

### **How the plan is constructed**

The School audits its provision for pupils with special educational needs and/or disabilities and uses the results to inform the Accessibility Plan.

The Assistant Head (Academic) and the Head of Learning Support are responsible for the Accessibility Plan. They meet annually to:

- review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled, taking consideration of:
  - Admissions
  - Attainment
  - Attendance
  - Exclusions
  - Education
  - Extra-curricular activities
  - Governing body representation
  - Physical school environment
  - Selection and recruitment of staff
  - Sporting education and activities
  - Staff training

- Welfare
- make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- review and update the School's Admissions and Special Educational Needs and Disability Policies
- together with the Bursar and Facilities Manager, review and update the School's Accessibility Plan

The Accessibility Plan and targets are widely circulated to all teaching and support staff, is available online on DurstonNet and is available in printed form on request from the School.

## **How the plan is reviewed and monitored**

### **The Accessibility Plan**

- is reviewed annually by the Head of Learning Support and Assistant Head (Academic) with input from the Bursar and Facilities and Compliance Manager, when needed.
- is reviewed tri-annually by the Governing Body's Education and Welfare Committee. Senior Management provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.
- informs the school Strategic Plan and links to school policies.
- informs the annual maintenance and refurbishment programme.
- where available, costings are allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

The school's governors are ultimately responsible for ensuring the implementation of the Accessibility Plan during the period to which it relates. A new plan will be drawn up every three years.

## Improving access to the curriculum

Target	Who	Timescale	Outcomes / Success Criteria	Complete
SEND and Medical register and information on children with additional needs to be updated.	SENCo Learning Support Teacher	Ongoing	SEN and Medical needs will be up to date. Teachers and TAs will be aware of the needs of children in their class.	In line with current needs
Learning aids to be produced	SENCo	Ad hoc/ongoing	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	In line with current pupils needs
Intervention training for support staff	Assistant Head (Academic)/ SENCo	Ongoing	Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs
Termly learning support meetings to take place to assess and address pupil needs.	SENCo	Via annual EHCP assessment	EHCP Pupil needs reviewed and being addressed. Spring and Summer PPM meetings	In line with pupils' personal progress plans (IPPs)
Training for teachers on differentiating the curriculum for disabled children as required.	Assistant Head (Academic)/ SENCo	Ad hoc/ongoing	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Termly Summary of Needs issued.	Yes
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher/ SENCo	Ad hoc /ongoing	Staff completed training for specific needs. Health Plans issued. Termly Summary of Needs issued.	Epi pen training and diabetes awareness training for relevant staff in line with pupil needs
Review PE curriculum to ensure PE is accessible to all pupils	Assistant Head (Academic)/ Head of Games and PE/SENCo	Ongoing - annually	Review PE curriculum to include disability sports, adapted resources such as flow balls, textured balls, luminous balls.	In line with current pupils needs

Effective communication and engagement of parents	SENCo Learning Support Teacher	Termly meetings	Increased engagement of parents	In line with current pupils needs
Effective communications with nurseries and schools to provide a quality transition.	Head of Reception	Ongoing	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.	In line with current needs
To ensure that the medical needs of all pupils are met fully within the capability of the school	SENCo Teaching staff	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.	In line with current needs
Appropriate use of intervention and their success and impact on progress	SENCo Learning Support Teacher	Ongoing	Progress and attainment of all children is outstanding	In line with current needs
All children are visible in the curriculum and resources	SENCo Learning Support Teacher	Ongoing	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.	In line with current needs
Inclusive resources to avoid gender bias and stereotyping	All staff	Ongoing	Children feel they are represented in the classroom and their learning journey Inclusive and diverse resources.	In line with current needs

## Access to the Physical Environment

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school has wheelchair access and egress.	Facilities and Compliance Manager	5 Year Strategic Plan	The environment is adapted to the needs of pupils	Pavilions: Castlebar and Swyncombe School Buildings: Ongoing and planned in new school building

Develop a disabled access toilet	Headteacher/ Facilities and Compliance Manager	5 Year Strategic Plan	A disabled access toilet available in each key stage with changing facilities.	No – planned in new school building
Emergency systems to have visual alarms	Headteacher/ Facilities and Compliance Manager		Visual alarms fitted	Yes
All new internal doors accessible for wheelchair users.	Headteacher/ Facilities and Compliance Manager	5 Year Strategic Plan	Deputy / Headteacher Newly installed doors to be wheelchair accessible.	No – planned in new school building
Improving environment for pupils, parents and visitors. Painting yellow lines on steps edges at entrance and exit	Facilities and Compliance Manager		Visually clarified steps in entrances and exits to school sites to enable safe movement onto and off site. (yellow)	Achieved
Accessibility – improving accessibility in all school buildings	Facilities and Compliance Manager		Improved accessibility such as portable ramps, hand rails.	Ongoing
Ensure all children feel safe and involved at playtimes	All playground duty staff		Children feel safe in school – evidence in survey results from children	In line with current needs
Ensure access for all SEND children at After School Clubs and reasonable adjustments are made to enable participation	Assistant Head (Co- Curricular). All staff		Increased access of SEND children at After School activities successfully and happily with the correct support if required	In line with current needs

### Improving access to information

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> <li>• Large print</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul>	SENCO	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	As required

• Language modification				
Ensure signage is suitable for non-readers, is clear and well situated	Headteacher/ Facilities and Compliance Manager	Ad Hoc	SEND Pupils are able to navigate the school	On going
The school makes itself aware of the services available through the LA for converting written information into alternative formats	Headteacher/ SENCo	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	As required
Improve use of pictorial communication systems (Eg: Widgit)	All staff SENCo Learning Support Teacher	Ongoing	All teaching staff aware of disabilities of children in their classes and have suitable resources	Ongoing

**Evaluation of this Plan**

*This plan will be evaluated annually by the school, amended where necessary and approved by SMT.*

<i>Updated for Co-educational School</i>	<i>September 2023</i>	<i>SMT</i>	<i>Version 1</i>
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