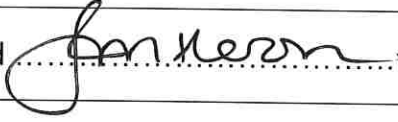
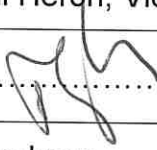


DOVE HOUSE SCHOOL ACADEMY TRUST

ACCESSIBILITY PLAN

Policy issued July 2017
Approved by Tom Pegler, Headteacher, Jo Maxwell Heron, Vice Chair of Governors
Signed  
Approved by Governing Body on Next Review to be July 2021

Policy Statement

Introduction

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of **Dove House School Academy** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. (Curriculum, Physical environment and Information).

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

It should be noted that the original school site and buildings were not designed with disabled requirements in mind. The school does make appropriate and realistic attempts to accommodate students with disabilities as part of our inclusive approach.

Definition of Disability

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairment and learning difficulties resulting from or consisting of mental illness.

Key Objectives:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils with a disability.
- To eliminate barriers for staff, governors, visiting professionals, parents, and the community.

The above objectives will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

Principles

1. Compliance with the Equality Act 2010 is consistent with the school's aims and Single Equality Scheme and the operation of the school's SEN policy.
2. Dove House School Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. The Dove House School Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Education and related Activities:

The school will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS trusts.

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, more accessible fixtures 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.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010. The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy,
- Equality and Diversity Policy
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan

1. Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Objective	Action	Who	Cost	When	Outcome	Review
Short Term	To ensure no pupil is denied access to the curriculum due to their learning disability	All staff's knowledge of individual needs is up to date through new pupil information. Ensure liaison with SALT/OT/Physio therapists to support individual needs	KO All staff	Allocation in budget for SALT and OT Staff CPD	Ongoing	All pupils needs will be met	Summer 2018
Medium Term	To ensure all pupils have access to accredited appropriate to their abilities and that will facilitate them achieving their long term aims	All pupils to be entered for a Nationally recognised qualification where available. Access arrangements made to ensure disability does not deny access to appropriate accreditation.	DD HW Faculty Leaders	Examination costs Additional equipment/staffing for access arrangements	Ongoing	All pupils are able to access the accreditation they are capable of achieving	Summer 2018
Long Term	To ensure the new building provides specialist areas of the curriculum which take into account all disabilities	Specialist rooms allow access to those with sensory, visual or physical impairments	TP CA Project manager	New build	Sept 2018	New building accessible to all pupils	September 2019

2. Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Objective	Action	Who	Cost	When	Outcome	Review
Short Term	To provide specialist rooms for practical subjects	New building to include lift and rooms which take into account sensory, physical and visual needs	TP CA Project manager	New build	Sept 2018	All pupils have access to curriculum	Spring 2018
Medium Term	To ensure the school site is secure	Electronic gates installed at entrance	BS TP CA	Cost of gates and installation	December 2018	Pupils are not able to leave site and visitors to site are monitored	April 2018
Long Term	To provide suitable office space	To redesign school to incorporate more specialist spaces for administration, medical needs and Child protection needs	TP Project Manager CA KO	Cost of redesigning internal spaces	Spring 2018	Specialist rooms in place to meet pupils medical needs as well as providing spaces which ensure student /staff confidentiality	September 2019

3. Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Objective	Action	Who	Cost	When	Outcome	Review
Short Term	To ensure school information is available to parents with visual difficulties	Ensure large print copies of policies available. Ensure all school communication is provided in large print (or enlarged) where necessary.	Admin staff Tutors	Printing	Ongoing	Information accessible to parents with visual difficulties	Summer 2018
Medium Term	To ensure the school website is accessible to parents and visitors	Audit of website	TP MT		Ongoing	Website is fully accessible	September 2018
Long Term	To improve support to parents	Regular coffee mornings	JG BW KO JMH	Meeting room	Sept 2018	Parents have the information and support needed	Sept 2019