



Esland North Limited

ED0002D - Accessibility Policy (Esland Daven School)



Introduction

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 students can participate in the curriculum.
- Improve, where possible, the physical environment of the school so disabled students can take better advantage of the education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Daven School aims to provide a fully accessible curriculum for all of its students. Most students at Daven School have some form of disability relating to learning, emotional or behavioural difficulties. Our approach embraces the education, care and therapy aspects of Daven School, giving access to a wide academic, social and personal curriculum. We aim to increase physical and cognitive access to all areas of schooling.

The school has set the following priorities:

- To continually develop an active, inclusive approach to curriculum delivery.
- To increase the quality of teaching and learning, giving our students the best chance of success after school.

Most students coming to Daven School arrive with an EHCP. From this, and from information gathered during initial assessments, we formulate an Individual Education Programme. This gives us an effective system for knowing each student's abilities and limitations and addressing them through a specialised curriculum. Progress and needs are reviewed regularly from an education, therapy and residential care perspective, and brought together into a package that best suits the individual. A high staff to student ratio allows for enhanced support to meet each student's physical or cognitive needs. Any physical disability that could exclude a student from any aspect of life at Daven School is identified and addressed as a priority.

Esland Daven School is committed to taking responsibility for any reasonable physical changes needed to the school environment upon the referral and admission of a student with a physical disability.

This plan is available online on the school website, and paper copies are available on request.

The 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's complaints procedure covers the accessibility plan. Anyone with concerns about accessibility in school can raise them through this process.

Legislation and guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment with a 'substantial' and 'long-term' adverse effect on their ability to carry out normal day to day activities. Under the SEND Code of Practice, 'long-term' means a year or more, and 'substantial' means more than minor or trivial. This includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools must make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to reduce any substantial disadvantage a disabled student faces compared with non-disabled students. This can include, for example, an auxiliary aid or adjustments to premises.

Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Timescale	Success criteria
To continue to increase access to the curriculum for students with a disability, particularly access to vocational learning.	We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. Our school offers a differentiated curriculum for all students. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students. All students have an Individual Learning Plan.	Curriculum is reviewed to ensure delivery of formal and informal educational opportunities. Informal opportunities may include off-site activities. Ensuring students make good progress towards outcomes as highlighted in EHCPs.	Review of Employability Curriculum by SENDCO Review access arrangements for work experience and off-site vocational learning to ensure that there are no barriers to progress.	Head Teacher	Ad hoc	Suitable curriculum in place that doesn't exclude students with disabilities and in line with current student's needs.
To improve the delivery of information to	Our school uses a range of communication methods to ensure	Staff training. All staff to be aware of specific student	SALT and SENCO to complete	SENCO	Reviewed termly.	Environment will be well signposted

students with a disability.	information is accessible. This includes: • Internal signage • Large print resources • Use of colour documentation • Pictorial or symbolic representations • Use of ICT • SALT intervention Additionally, should a student require information in a different language, this can be provided.	communication needs. Termly audits of communication methods across the environment. Signage to be monitored.	communication audit. Participate in No Pens Day.			Staff are aware of individual needs of students.
To ensure that the information made available to parents/ carers is accessible for all.	Information available on Website in addition to written form. Each family has a key person in school to help them understand school communication and information if required.	Website review Provide information sessions for parents so that they can seek clarity on any information provided.	Website review. Working Party for parent voice.	Headteacher, Admin Manager and SENCO	Autumn term ongoing review	Updated and informative website that is accessible. School information is accessible to all parents. Parents views are sought.
To ensure that the school is fully resourced to support students with medical needs to attend school and fully access the curriculum.	Compliance with policies and procedure. Welfare checks. Bespoke curriculum models Care plans in place.	To support staff in line with policies and procedures. To provide any necessary additional training. Care planning is robust and involves the views of the child as well as their parents/carers.	Review medical needs and source training. Update care plans as required.	SENCO	Requires ongoing review	Students with medical needs are supported to attend and achieve in school.

Monitoring arrangements

This document will be reviewed at least annually but may be reviewed and updated more frequently if necessary. It will be approved by the Education Director and the Headteacher

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- EDI policy
- SEND policy

Appendix 1: Access to physical environment

Feature	Description	Actions to be taken	Person responsible	Date to complete
Number of storeys	3: ground, first and second floor. The second floor is not currently in use.	Maintain clear, hazard-free access.	All staff	In place, ongoing
Corridor access	Ground and first floor.	Maintain clear, hazard-free access.	All staff	In place, ongoing
Lifts	N/A	N/A	N/A	N/A
Parking bays	Visitors contact reception for parking information, including additional nearby parking for those with mobility issues. One space at the front of the school is available, and discussions with the council are ongoing to have this marked as a dedicated disability bay.	Provide parking information to visitors.	Headteacher, admin support	In place, ongoing
Entrances	The ground floor therapy suite is accessible down two steps, with an alternative entrance via the hub. The first floor is accessible by ramp and is the main entrance.	Check additional support needs during initial booking.	Admin support, H&S co-ordinator	Autumn term 2023 (needs a current status check)
Toilets	Ground floor: two student toilets, one visitor toilet and one accessible staff toilet in the therapy suite, kept locked and opened with a universal key for adult visitors. First floor: one accessible student toilet, one staff and visitor toilet.	Ensure clear signage and that visitors needing an accessible toilet are supported to use one.	Administrator, H&S officer	Spring term

	All toilets are gender neutral.			
Reception area	Accessible to wheelchair users from the main entrances.	Check additional support needs during initial booking.	Administrator, headteacher	In place
Internal signage	Clear, easily recognisable signs are in place.	Ongoing review and termly H&S audit.	Headteacher	Termly audit
Emergency escape routes	A fire evacuation plan is in place, with signs posted around the building, marked exit routes and an external fire escape.	Weekly testing of systems. PEEPs to be completed where needed. Termly fire drill considering the accessibility plan.	Headteacher, H&S co-ordinator	Weekly (ongoing), termly audit