



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 to enable disabled students to take better advantage of 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. The majority of students at Daven School will have some form of disability relating to learning, emotional or behavioural difficulties. We have an approach which embraces elements of the education, care and therapy aspects of Daven School, allowing us to provide 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 the teaching and learning giving our students the best chance of success after school.

Most students coming to us at Daven School will come with an EHCP. From this information and information gathered during initial assessments we will formulate an Individual Education Programme. We therefore have an effective system of knowing the student's abilities and limitations and addressing them through a specialised curriculum. Each student will have their progress and needs reviewed regularly from an education, therapy and a residential care perspective. This information will be collaborated and developed into a package which best suits the individual's needs. We have a high level of staff to student ratio which may include enhanced support to meet the needs of the individual student and their physical or cognitive ability. Any physical disabilities which may exclude the individual from any aspect of life at Daven School will be identified and addressed as a priority.

Esland Daven School has a commitment and will take responsibility for any reasonable physical changes to the school environment that may be needed upon the referral and admission of a student with a physical disability.

This 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.

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.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 201 (<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>) (<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>) (<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>) and the Department for Education (DfE) guidance for schools on the Equality Act 201 (<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>) (<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>). (<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>) (<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>)

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.

Under the Special Educational Needs and Disability (SEND) Code of Practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>), (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) '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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of 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 students with a disability.	Our school uses a range of communication methods to ensure 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.	Staff training. All staff to be aware of specific student communication needs. Termly audits of communication methods across the environment. Signage to be monitored.	SALT and SENCO to complete communication audit. Participate in No Pens Day.	SENCO	Reviewed termly.	Environment will be well signposted 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 on-going 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 Direct, Headteacher and Quality Assurance Officer for Education.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND Policy
- Supporting students with Individual Health Plans

Appendix 1: Access to physical environment

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3, ground floor, first floor and second floor. The second floor is currently not in use.	Maintain access is free of clutter and that space is free of hazards	All staff	In place (ongoing)
Corridor access	Ground and First Floor.	Maintain access is free of clutter and that space is free of hazards	All staff	In place (ongoing)
Lifts	N/A	N/A	N/A	N/A
Parking bays	Contact reception	Information provided to visitors on parking availability, including additional parking near to school for those with mobility issues. There is the option of one parking space directly on the front of the school and discussions with the council are ongoing to have this marked as a dedicated disability bay.	Headteacher Admin Support	In place (ongoing)
Entrances	The ground floor therapy suite is accessible down two steps. The alternative entrance for those who need it is via the hub. The first floor is accessible via a ramp. This is the main entrance into the school.	Any additional supports are checked during the initial booking process for any visitor. Explore the option of a portable ramp to be used to access the "hub" where there is a slight step down.	Admin Support H&S Co-Ordinator	Autumn Term 2023
Toilets	Ground Floor- Two toilets for student use only, located in the Futures classroom. One visitor toilet and one staff toilet located in the therapy suite. The staff toilet is an accessible toilet. This is kept locked but can be opened by the universal key for adult visitors if necessary. First Floor – One student toilet which is accessible. One staff and visitor toilet. Toilets are gender neutral.	Ensure all toilets feature correct and easy-to understand signage and that visitors who need to use accessible toilets are signposted/supported on how to do this.	Administrator H&S Officer	Spring Term
Reception area	Accessible to wheelchair users from the main entrances	Any additional supports are checked during the initial booking process for any person.	Administrator Headteacher	In place
Internal signage	Signs in place which are clear and easily recognisable	On going review	Headteacher	H&S Audit completed Termly Audit
Emergency escape routes	Fire Evacuation Plan in place Signs posted around building Exit routes External Fire Escape	Weekly testing of systems PEEPs to be completed if necessary. Weekly testing of systems. Termly fire drill – ensure accessibility plan is considered in this. Termly fire drill	Headteacher H&S Co-Ordinator	Weekly (ongoing) H&S Termly Audit