

Accessibility plan

The Duston School



Approved by: S.Strickland

Date: 10/10/2018

Last reviewed on: October 2018

Next review due by: July 2021

1. Vision

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.

The Duston School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

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.

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](#).

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the Equality Act guidance on the meaning of disability some terms are further defined. These include 'long-term' which 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 service.

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Below is a set of action plans showing how The Duston School will address the priorities identified in the plan. The plan is valid for three years 2018-2021. It is reviewed annually.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Intervention and support clubs run on site at school.</i></p>	<p>Staff training for all teaching staff.</p> <p>Improved use of ICT equipment in the classroom.</p> <p>Integrate school based clubs to support students in mainstream activities.</p>	<p>Audit of SEN CPD needed.</p> <p>Availability and access for all students that require access. Updated ICT equipment.</p> <p>Run appropriate clubs for SEN children to attend including lunchtime and afterschool e.g. Homework club</p>	<p>Teachers SENCo ICT Team SENCo TA's</p>	<p>July 2019</p>	<p>CPD audit completed.</p> <p>Evidencing successful use of ICT equipment effectively around the school.</p>

<p>Improve and maintain access to the physical environment</p> <p>Increase the availability of accessible information to disabled pupils</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • Additional resources for visually impaired students adapted to suit needs. • Braille resources • Use of radio aids for hearing impaired students • Recorded information available e.g. presentations 	<p>All ground floor teaching areas accessible.</p> <p>All Lifts maintained by Amey and statutory books reviewed by School / NCC</p> <p>Disabled toilets available and clearly labelled. Alarms maintained</p>	<p>Review corridor and stairwells to ensure appropriate for visually impaired students</p> <p>Purchase adaptation software for visually impaired students.</p> <p>Use of VI team to support braille resources</p> <p>Ensure staff training on both VI and HI takes place</p>	<p>Amey</p> <p>SENCO</p>	<p>January 2020</p> <p>January 2021</p>	<p>Areas enhanced with visual tape as required from visual audit.</p> <p>Blinds fixed in classrooms used by VI students.</p> <p>Software in place for adapting resources</p> <p>Resources being converted to braille termly where required.</p> <p>CPD delivered on VI/HI.</p>
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

5. 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
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys (2)	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site Staff	ongoing
Corridor access	Corridors are wide for wheelchairs and standing frames	Ensure not blocked	Site Staff	ongoing
Lifts	3 lifts – service level agreement with Amey Facilities	Checked and serviced as part of Amey maintenance schedule	Amey Management	ongoing
Parking bays	152 (18 disabled)	None Required	Site Staff	ongoing
Entrances	1 Secondary / 1 Primary	Automatic front doors, enclosed lobby Checked and serviced as part of Amey maintenance schedule	Site Staff	ongoing

Ramps	n/a			
Toilets	Toilets have disabled access and alarms	Checked and serviced as part of Amey maintenance schedule	Site Staff	ongoing
Reception area	Accessible to wheelchair users Signing in system	Screen too high for wheelchair users – Screen tilts / assistance provided by reception staff	Reception team	ongoing
Internal signage	Fire exit signs	Currently under review to ensure fire exit signage is pointing the correct way and clearly visible.	Site manager	Jan 2020
Emergency escape routes	Fire evacuation Plan	Fire evacuation plan in place Ensure weekly testing of system and maintenance	Site Staff	ongoing