

The Charter School North Dulwich

Accessibility Plan

Author (s)	S.Williams
Functional area	
Scope	
Reviewer (s)	G Griffith
Effective date	January 2019
Next review due	Every three years – January 2022

The Charter School goal

We enable all students to develop the knowledge, skills and character so that they can be happy in life, and be successful in higher education or the inspiring career pathway of their choice.

PRINCIPLES and PURPOSES

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of The Charter School North Dulwich by ensuring that all pupils:

- can access their learning
- are supported and challenged appropriately
- have equal physical access to all areas of the school buildings

GUIDELINES

Definition of disability (Equality Act 2010)

“A person has a disability if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities”

Individual needs

Priorities in this protocol will change to accommodate the changing needs of individuals

Compliance

Health and Safety requirements are met through on-going training of relevant staff in

- manual handling
- use of Evacuation chairs
- as Fire Marshalls

The accessibility protocol and plan should be read in conjunction with other policies, including:

- The aims statement of the school above
- Single Equalities and Diversities Scheme
- SEN policy
- Health and Safety policy

Target	Strategy	Outcome	Timeframe	Achievement
To ensure we provide excellent education for all our pupils in a safe, supportive learning environment that meets their individual needs	Modular data tracking of attainment, engagement in learning, attendance, punctuality and behaviour	All staff work to support pupil achievement in a safe environment focused on learning	Termly review	Ongoing high outcomes for all individuals and all groups of pupils
To provide training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teacher are able to more fully meet the requirements of disabled or SEN children's needs with regards to accessing the curriculum	Module Report review each 7 wks	Increase in access to the National Curriculum and increase in pupil achievement
To provide training for teachers and LSAs on working together to deliver fully differentiated curriculum elements	Review the specific needs for DSEN pupils	Teachers aware of relevant issues LSAs familiar with SoW & how best to support identified pupils in class	Module Report review each 7 wks	Improved teacher-TA subject liaison. Increase in pupil achievement
To plan all out of school activities to ensure the participation of the whole range of pupils	Review all out of school provision to ensure compliance with legislation	All out of school activities wherever possible are conducted in an inclusive environment with providers that comply with all current legislation	Termly review, reported in HT Report to FGB	Increase in access to all school activities for all disabled pupils
To consider how classroom and group organisation can be targeted to ensure that all pupils have increased levels of success	Modular review of teaching groups to best place pupils for learning to maximise attainment possibility	Decreased underperformance Decreased Disadv-NonD progress/attainment gaps	Module Report review each 7 wks	Increase in access to curriculum Improved pupil attainment and progress
To optimally organise classrooms to promote the participation and independence of all pupils	Review and implement a preferred layout and generate well-planned seating plans. Plans are constantly under review. We are to implement a net capacity survey which will assist in the process.	Rooms organised to best accommodate the needs of individual pupils. Staff can check pupil info quickly from detailed seating plan	Termly review	Improved pupil achievement
To adapt resources and pedagogy to meet needs of all students, including Disadvantaged and most able, including reasonable adjustments to provide auxiliary aid or services as necessary	Provide support schemes, resources for catch up & interventions. Provide appropriate aids as necessary (eg visual support for dyslexic pupils, laptops for classrooms, etc)	Whole school community is aware of issues relating to Curriculum Access	Module Report review each 7 wks	Improved pupil achievement, continued closing of the gap for PP pupils

To monitor the effectiveness of SEND provision	Modular data tracking for pupils with SEND Modular KCA Report analysis	Improved focus on SEND needs to ensure progression and attainment	Module Report review each 7 wks	Improved achievement for SEND pupils
To assess the impact of strategies to improve the achievement and attendance of disabled students	Flexible timetabling, counselling provision, first day absence response offered for medical/disability needs as well as for other pupils	Pupils tracked and monitored so no-one missed or overlooked	Module Report review each 7 wks	Improved attendance, engagement in learning, achievement
To continue to increase curriculum choice and flexibility in order to enhance access to appropriate qualifications and attainments	Annual review of all courses and accreditations to best meet pupil needs and support early success	Improved personalised curricular offer	Termly review	Improved pupil achievement Improved coursing at transitions
To promote positive role models of adults/children with disabilities to encourage success and achievement	Issues raised in curriculum areas, positive images in display materials	Increase positive images (of disability, ethnicity) in displays in classrooms, corridors	Annual review	Improved engagement in learning through improved confidence for those with disabilities
To continue to ensure that parents and carers see themselves as partners in their children's education and actively support the school	Over 80 additional EPRA events are held annually, to engage parents in raising achievement and celebrating in their child's success Annual Parent Forum Annual Parent-Voice online survey	Parents can access school 24/7 through the VLE for hw, resources, and through email contact with staff Parents feel heard and responded to	Termly updates reported in HT Report to FGB	Improved parental engagement and confidence in school
Target	Strategy	Outcome	Timeframe	Achievement
To continue to enhance the positive culture and ethos of the school by undertaking quality marks or other external link-working	Involve a range of staff, pupils and parents in supporting the positive culture and ethos	Kitemarks held include World Class School Award, Parental Engagement Gold, ISA Gold, PiXL International launch school, Sportsmark, Artsmark, etc	Annual review	Improved positive culture and ethos
To continue to ensure the school site is fully accessible for physically challenged members of our community	Site architecturally designed to be fully inclusive, with ramps, lift access, enabling toilets. Resources for visually challenged pupils are created; hearing	All members of our community are able to access all areas of the school site safely	Annual review	All are fully included, no-one is excluded Modular data tracking to show strong attainment for all, no

	impaired pupils have adaptations in classrooms Access to all areas possible			underachievement for those with disabilities
To ensure the Governing Body's specific "planning duties" relating to accessibility in any new accommodation is undertaken (Equality Act 2010)	Planning for new long-term classroom (Sixth Form) provision includes all aspects of compliance	All personnel involved to have considered legal and statutory requirements throughout the planning process	Annual review	All pupils with disabilities are included as new areas designed to be accessible

Accessibility Plan— checklist
2019 - 2022

Statement	
Key personnel/groups consulted about accessibility issues	Pupils with SEND needs/EHC plans, parents of pupils with access difficulties, staff, governors
Actions approved by governing body on	Annually
Signed	<input type="text"/> Chair of Governors
Signed	<input type="text"/> Head
Review date	Annually

How well does the school deliver the curriculum to all pupils?			
Question	Yes	No	Action required
Do teachers and teaching assistants have the necessary training to teach and support disabled pupils?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Are classrooms optimally organised for disabled pupils?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Do lessons provide opportunities for all pupils to achieve?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Are all pupils encouraged to take part in music, drama, and physical activities?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Do staff recognise and plan for the additional time and effort needed by some disabled pupils?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Do staff plan for the additional time required by some disabled pupils to use equipment?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Are disabled pupils who cannot participate in particular activities given alternative experiences?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	Additional numbers of pupils have temporary physical limb injuries; alternatives provided
Has ICT equipment been fitted with additional software/hardware to allow access for disabled pupils?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Are school visits accessible to all pupils?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	Access is checked when needed for individuals – eg, ramped transport, access at venue
Do staff have high expectations for all pupils?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Do all staff strive to remove barriers to learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

and participation?	<input type="checkbox"/>		
Is the school designed to meet the needs of all pupils?			
Question	Yes	No	Action required
Does the layout of all areas allow access for pupils in:	x <input type="checkbox"/>	<input type="checkbox"/>	
• academic areas	x <input type="checkbox"/>	<input type="checkbox"/>	
• sporting areas	x <input type="checkbox"/>	<input type="checkbox"/>	
• social areas	x <input type="checkbox"/>	<input type="checkbox"/>	
• play areas?	x <input type="checkbox"/>	<input type="checkbox"/>	
Can pupils who use wheelchairs move freely around the school?	x <input type="checkbox"/>	<input type="checkbox"/>	
Are toilet facilities sufficiently large to accommodate a hoist and changing bed if needed?	x <input type="checkbox"/>	x <input type="checkbox"/>	Enabling toilets on each floor designed to be wheelchair/mobility aid accessible, some would accommodate hoists; unlikely to be able to accommodate changing bed, but need has not arisen in 13 years. Would re-visit if need became known to us
Are showers available?	x <input type="checkbox"/>	<input type="checkbox"/>	
Are pathways around the school safe and well signed?	x <input type="checkbox"/>	<input type="checkbox"/>	
Are parking arrangements appropriate and safe?	x <input type="checkbox"/>	<input type="checkbox"/>	
Are emergency and evacuation systems appropriate for all pupils?	x <input type="checkbox"/>	<input type="checkbox"/>	Designated refuge areas on each floor of Block A in which to await chair evac for non-mobile pupils/staff/visitors
Are alarms accessible to all pupils (ie via flashing lights as well as sirens)?	<input type="checkbox"/>	x <input type="checkbox"/>	No visually impaired pupils or staff currently. Would re-visit if need became known to us
Are signs suitable for those with sensory impairment (ie using Braille, tactile surfaces, or audio)?	<input type="checkbox"/>	x <input type="checkbox"/>	No visually impaired pupils or staff currently. Would re-visit if need became known to us. No audio signage necessary
Are signs clear and simple?	x <input type="checkbox"/>	<input type="checkbox"/>	
Does school décor provide appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy?	x <input type="checkbox"/>	<input type="checkbox"/>	
Are all areas well lit?	x <input type="checkbox"/>	<input type="checkbox"/>	

	<input type="checkbox"/>		
Are steps taken to reduce background noise for hearing-impaired pupils?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Is furniture and equipment selected, adjusted and located appropriately?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	No current wheelchair/walking-frame users, but make height-adjustable tables available as need arises
How well does the school deliver materials in accessible formats?			
Question	Yes	No	Action required
Are staff familiar with the technology and practices to assist pupils, parents and carers with disabilities?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Does all written communication follow an agreed house style using an appropriate font and size?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	Font and paper/background colour additionally adjusted to address specific known needs
Does the school liaise with support services and other agencies to provide accessible information for pupils, parents and carers?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Does the school ensure that information is presented in lessons and at parents' meetings in a user-friendly way?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	