

The Charter School North Dulwich

Accessibility Plan

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| 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 |
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| 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 |

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| 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 |

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| | 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

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| 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? | | | |
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| 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"/> | |

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| 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"/> | |

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| | <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"/> | |