

Name of Policy:	Accessibility Plan
Date first adopted:	N/A
How often to be reviewed:	Every 3 years
Reviewed	10 November 2021
Reviewed	
Reviewed By	Chairs Committee

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for The Purbeck School

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability* policy and related *SEN information report*;
- policy for *Supporting pupils at school with medical conditions*; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

3. Our vision and aims

The Purbeck School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

The Purbeck School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Students with particular needs have extra transition arrangements/visits to ensure a smooth transition. The school ensures that all students with specific needs in Year 6 are met and accessibility issues discussed before they join us in Year 7.

Curriculum

The Purbeck School has improved access to the curriculum for disabled pupils through the following means:

- enhanced transition for all students with specific high level DSEN needs;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this ie TA provided for PE; SENNS programmes; I Have Never; Forest School
- offering a Continued Professional Development (CPD) programme to ensure that students are able to access the curriculum ie physiotherapy training for support staff; regular training for Learning Mentors/TA's around implementing DSEN strategies and QA by SENCo:
- organising classrooms and equipment so that they promote the participation and independence of all pupils;
- having regular contact with Local Authority hearing and vision support services;
- the school continues to be a 'nut free' environment;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI) and using RWG.

Physical Environment

The Purbeck School has already improved the physical environment of the school to increase access for disabled pupils by:

- levelling an area of the boiler quad to ensure that it is wheelchair friendly;
- installing fire doors throughout the site to enable access across the school
- dedicating 2 parking bays with drop kerbs outside the main school entrance for pupils and families, and visitors with a disability;
- zebra crossing installed outside the front entrance of the school;
- adjustable ovens and cleaning equipment installed in the Food Tech rooms;
- maintaining 2 lifts to ensure access to the first and second floor of the school;
- providing an accessible toilet with shower and changing facilities;
- adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision;
- ensuring that there is good lighting throughout school, making use of natural light where possible;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;

Information

The Purbeck School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;

5. Implementation

Our Accessibility Plan shows how access to The Purbeck School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan will advise other school planning documents.

The Purbeck School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Purbeck School's Accessibility Plan will be implemented by the Headteacher and the Premises Manager. Sufficient resources will be allocated by The Purbeck School to implement this Accessibility Plan.

6. Monitoring

The The Purbeck School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Finance and Premises Committee.

The governing body, or proprietor will monitor The Purbeck School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Purbeck School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Purbeck School complaints procedure covers the Accessibility Plan.

Approved _____

DATE _____

Review date _____

The Purbeck School ACCESSIBILITY PLAN - 2021 to 2024 : Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<i>Extending the IT provision for DSEN students and identifying and implementing programmes to develop the use of Teams to support learning</i>	<ol style="list-style-type: none"> 1. <i>Training for TA's and LM's on how to access and use Teams effectively</i> 2. <i>Ensuring that there is the correct IT equipment available for Aim High to allocate</i> 3. <i>Identified in the budget and budgeted for</i> 	<p><i>Headteacher</i></p> <p><i>SENCo</i></p> <p><i>IT support</i></p>	<i>2021/22</i>	<ul style="list-style-type: none"> • <i>Identified pupils will have access to their learning online</i> • <i>TA's and LM's will be able to support students with their online learning</i>
<i>All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.</i>	<ol style="list-style-type: none"> 1. <i>Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training</i> 2. <i>Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc.</i> 3. <i>Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements.</i> 	<p><i>Headteacher and responsible governor</i></p> <p><i>Senior Leadership Team</i></p> <p><i>Individual class teachers and SENCO</i></p>	<i>Ongoing 2021-24</i>	<ul style="list-style-type: none"> • <i>No out of school activities are planned without consideration of how pupils with a disability will be included;</i> • <i>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements;</i> • <i>Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events</i> • <i>Pupils and their families feel included in out of school activities.</i>
<i>Dissemination of information re DSEN students and provision of the equipment required</i>	<ol style="list-style-type: none"> 1. <i>Teachers given full information about the specific students that they teach as well as guidance and support as to strategies to use.</i> 2. <i>Each individual student will be provided with a PIP – this will be placed on SIMS.</i> 	<p><i>SLT</i></p> <p><i>SENCo and DSEN team</i></p>	<i>Ongoing 2021-24</i>	<ul style="list-style-type: none"> • <i>Teachers have information and are able to adapt their teaching accordingly – this will be QA through learning walks/lesson observations/outcomes for identified students.</i> • <i>PIP's will be evident on SIMS.</i> • <i>Parents and students will feel supported, QA through student/parent voice.</i>

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
	3. <i>All information shared with parents and students as part of the process.</i>			

The Purbeck School ACCESSIBILITY PLAN - 2021 to 2024: Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p><i>The entrance to the school requires improvement by:</i></p> <ul style="list-style-type: none"> • <i>Installing a new automatic electronic opening front door</i> 	<ol style="list-style-type: none"> 1. <i>Identifying as a priority within the school budget.</i> 2. <i>Identifying and contracting an appropriate contractor to undertake the work</i> 	<p><i>HT Premises Manager</i></p>	<p><i>Summer 2022</i></p>	<ul style="list-style-type: none"> • <i>The front door to the school will be more accessible to all</i>
<p><i>Improve the external areas of the school so that all areas of outside space are level</i></p> <ul style="list-style-type: none"> • <i>Aim High quad area</i> 	<ol style="list-style-type: none"> 1. <i>Identifying as a priority within the school budget.</i> 2. <i>Identifying and contracting an appropriate contractor to undertake the work</i> 	<p><i>HT Premises Manager</i></p>	<p><i>Summer 2022</i></p>	<ul style="list-style-type: none"> • <i>Internal areas of the school flat and accessible for all students</i>
<p><i>Improve and upgrade the lighting around the school site to LED lights</i></p>	<ol style="list-style-type: none"> 1. <i>Undertake feasibility study with DC</i> 2. <i>Apply for grant application to finance the project</i> 3. <i>Identify and contract appropriate contractor to complete the job</i> 	<p><i>HT Site Team Premises Manager</i></p>	<p><i>Summer/ Autumn 2021 (ongoing programme)</i></p>	<p><i>Lighting across the school will be brighter</i></p>

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<i>Ensure that future builds within the school have accessibility as part of any planning process</i>	<ol style="list-style-type: none"> 1. Ensuring that at the planning process access for all students 2. Planning should clearly identify how it has taken the needs of all students into account 	<p>HT Premises Manager Govs Premises committee</p>	2021-24	<i>Planning will indicate process and final build will be accessible to all students</i>

The Purbeck School ACCESSIBILITY PLAN - 2021 to 2024 : Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<i>Dissemination of information re DSEN students provision and details of equipment that is required to support their learning and communication</i>	<ol style="list-style-type: none"> 1. Implementation of the PIP/IEP system linked to documents placed on SIMS so that there is access for all staff. 2. Resources (such as laptops) made available to ensure that students can access learning and communicate effectively with staff 	SENCo	Ongoing	<ul style="list-style-type: none"> • Students available to effectively communicate with staff in an appropriate format – whether that be through the differentiated KO/ Teams/ or laptops
<i>Extra Curricular trips, activities, visits</i>	<ol style="list-style-type: none"> 1. All trips/visits/activities to ensure accessibility for the widest participation. 	All staff/EVC	Ongoing	<ul style="list-style-type: none"> • DSEN students able to access all trips/visits/activities
<i>Addition of Alt Text for website images, to enable better accessibility for visitors using screen readers</i>	<ol style="list-style-type: none"> 1. Review of all images stored on the site. Additional metadata containing Alt Text descriptions will be added to each image 	Webmaster, Website admin team	<p>By July 2021</p> <p>Ongoing, with addition of new material to the site</p>	<ul style="list-style-type: none"> • Test sample pages using screen reader software.