**DONCASTER SCHOOL FOR THE DEAF**

Accessibility Plan

|  |
| --- |
| Date: April 2021 |
| Policy: Accessibility Plan |
| Author: Jane Goodman |
| Doc ref: Version 1 |
| Classification: Live |
| Owner: SLT |
| External input: The school Bus , evidence based practice |
| Review date: April 2023 or watchlist update if earlier |

**Contents:**

[Aims of the Accessibility Plan](#_Statement_of_intent_1)

1. [The accessibility audit](#audit)
2. [Planning duty 1: Curriculum](#_Pl_anning_duty)
3. [Planning duty 2: Physical environment](#_Planning_duty_2:)
4. [Planning duty 3: Information](#_Planning_duty_3:)

|  |  |  |  |
| --- | --- | --- | --- |
| Signed by: | | | |
| A Johnson | Headteacher | Date: | 7/6/21 |
| P Allen | Chair of governors | Date: | 7/6/21 |

## **Aims of the Accessibility Plan**

This plan outlines how Doncaster School for the Deafaims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where 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 plan aims to:

* Increase the extent to which pupils with disabilities can participate in the curriculum.
* Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
* Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils’ disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the Trust must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

* Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
* Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

**The accessibility audit**

* 1. The governing board will aim to undertake an annual Accessibility Audit.
  2. The audit will cover the following three areas:
* **Access to the curriculum** – the governing board will assess the extent to which pupils can access the curriculum
* **Access to the physical environment** – the governing board will assess the extent to which pupils with additional disabilities can access the physical environment on an equal basis with their peers.
* **Access to information** – the governing board will assess the extent to which pupils can access information.
  1. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
* **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
* **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
* **Visual disabilities** – this includes those with visual impairments and sensitivities
* **Auditory disabilities**
* **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
  1. All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents.
  2. The actions that will be undertaken are detailed in the following sections of this document.

# Planning duty 1: Curriculum

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| New staff members do not have the skills to support pupils with additional SEND | Training provided to staff members  Training for teachers on differentiating the curriculum | SLT, external advisors, therapists | Summer 2021 and ongoing for new staff | Staff members have the skills to support pupils with additional SEND | Autumn 2022 |
| School trips do not take into account pupils with full range of additional SEND | Needs of pupils with additional SEND are incorporated into the planning process | Teachers, SENCO | Spring 2022 | Planning of school trips takes into account pupils with SEND | Summer 2023 |
| Teachers do not have BSL skills to allow Deaf pupils to access full communication, in all lessons | Provide CSW support (interim) alongside training program for staff in BSL to level 3 | Headteacher, SLT | Autumn 2022 | All pupils can access communication in lessons | Summer 2023 |

# 

# Planning duty 2: Physical environment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| Management does not know if the school’s physical environment is accessible | Audit of physical environment | Building surveyors | Spring 2022 | School is aware of accessibility barriers to its physical environment and will make a plan to address them | Summer 2022 |
| Impact of background noise in learning environment of pupils. (Pupils need a quiet listening environment for optimum use of auditory aids . Pupils frustrations caused by background noise. ) | Consider additional measures to reduce reverberation (eg soft furnishings) and background noise. | Headteacher, SLT , audiologist | Summer 2022 | Classrooms are optimally organised to minimise background noise for all pupils  Current acoustic gold award in most rooms. To consider background noise in all developments | Autumn 2023 |
| Children with wheelchairs cannot access outside play area from the dining room | Ramp and rail required | Headteacher, maintenance manager | Summer 2022 | School buildings are fully accessible | Autumn 2023 |

# Planning duty 3: Information

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
|  |  |  |  |  |  |
| Written information is not accessible to all | Contact interpreter services for translations of key information for EAL families  Provide key information with minimal jargon and language modified | SLT | Summer 2021 | Written material accessible in alternative languages when required  Written information available for families and pupils in accessible formats | Summer 2022 |
| Management staff do not know if the website is accessible to children and adults with SEND | Audit of website | ICT manager  Website advisor | Summer 2022 | Website is fully accessible | Autumn 2023 |
| New website is not accessible in BSL | Include BSL interpretation on the website | SLT | Summer 2021 | Key information on the website will have BSL translation | Autumn 2021 |