**DONCASTER SCHOOL FOR THE DEAF**

Accessibility Plan

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## **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.

**1. Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

· Human Rights Act 1998

· The Special Educational Needs and Disability Regulations 2014

· Education and Inspections Act 2006

· Equality Act 2010

· Education Act 1996

· Children and Families Act 2014

· The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

· DfE (2014) ‘The Equality Act 2010 and schools’

· DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’

This plan operates in conjunction with the following school policies:

· Equality Information and Objectives Policy

· Early Years Policy

· Special Educational Needs and Disabilities (SEND) Policy

· Equality, Equity, Diversity and Inclusion Policy

· Admissions Policy

· Behaviour Policy

· Supporting Pupils with Medical Conditions Policy

· Administering Medication Policy

· Health and Safety Policy

· Data Protection Policy

**2 Roles and responsibilities**

The governing board will be responsible for:

· Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.

· Approving this plan before it is implemented.

· Monitoring this plan.

The headteacher will be responsible for:

· Ensuring that staff members are aware of pupils’ disabilities and medical conditions.

· Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

· Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.

· Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENCO will be responsible for:

· Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

· Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

· Acting in accordance with this plan at all times.

· Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.

· Ensuring that their actions do not discriminate against any pupil as a result of their disability.

**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

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| **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| Some new staff members may not training for SEND support | 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 2024 |
| Some new teachersc may 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 and ongoing recruitment | All pupils can access communication in lessons | Summer 2024 |

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# Planning duty 2: Physical environment

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| **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| Ensuring the school’s physical environment is accessible | The environment is  adapted to the needs  of pupils as required. | Site manager , SMT | Spring 2022 and ongoing | School is aware of accessibility barriers to its physical environment and will make a plan to address them | Summer 2024 |
| 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 and ongoing | 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 2024 |

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# Planning duty 3: Information

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| **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
|  |  |  |  |  |  |
| Ensure that 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 and ongoing | Written material accessible in alternative languages when required  Written information available for families and pupils in accessible formats | Summer 2024 |

**7. Monitoring and review**

The Accessibility Plan was approved by the Governing Body.

This policy will be subject to review as part of the school’s Self-evaluation and Self-review cycle