

Dean Trust Ardwick

Accessibility Plan 2023-2024

Purpose of Plan:

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities. Our vision is to develop into a truly inclusive organisation that considers the needs of all pupils from the outset rather than as an add-on. This plan should be read in conjunction with our School Improvement Plan which outlines our improvement priorities for the next year, **our Special Educational Needs and Disability Policy** and our School Development Plan which outlines developments for the next five years.

Definition of disability:

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

Key Aims:

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles:

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services

- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum.

The aspects of Accessibility Outcomes are outlined below:

- **Increasing Access for disabled pupils to the school curriculum**
This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- **Improving access to the physical environment of the school**
This includes improvements to the physical environment of the school and physical aids to access education.

- **Improving the delivery of written information to disabled pupils**
This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- **Financial Planning and control**
The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Compliance with the Equality Act

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure that all pupils are educated through a robust Form Time and Personal Development Programme about protected characteristics.	Development of Personal Development materials and training of staff.	SLT	Medium Term	For implementation 2023-2024	
Ensure a robust policy is in place to tackle discriminatory behaviour and bullying.	Revitalise the Anti-Bullying policy and ensure all staff are aware of this and act in accordance to the policy.	SLT	Medium Term	2022-2023	

Access to the physical environment – statutory- See [Access Audit in Appendix](#)

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Provide coloured handrails and coloured steps to improve the accessibility of the school building for the visually impaired.	Liaise with estates to ensure that work is completed.	Estates/ SLT	Long Term	2023-2024	

Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Increase the participation of pupils with disabilities in extracurricular activities.	Provide additional staffing for afterschool clubs to ensure that all pupils can attend. Provide additional staff on school trips to ensure that pupils can attend.	SENDCo	Medium	2022-2023	LSAs will be assigned- as part of their provision- to working with pupils in enabling them to access extracurricular activities.
Increase the prevalence of disabled people and discussion around disability (in line with our focus on protected characteristics) in Form Time/Assemblies.	Revitalised Form Time planning to include a substantial focus on protected characteristics (including disability). Ensure a diverse representation of people with disabilities/protected characteristics in all resources and materials, particularly those on display.	SLT – Personal Development	Long term	2023-2024	
Implement whole-school routines which enable the safe entry and dismissal of all pupils from the classroom.	Using the mechanisms of change, ensure that staff are implementing the routines habitually and consistently in all lessons.	All staff	Medium	2022-2023	

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure all reasonable adjustments that should be made for pupils within the classroom are being met as outlined on pupil passports.	Share pupil passports for all pupils with SEND with all staff to ensure that staff are adapting the delivery of their lessons to support all pupils. This will be addressed through the Faculty Review Process.	SLT/ Middle Leaders/ Inclusion/ SENDCo	Long term (ongoing monitoring and evaluation of classroom practice)	HT1 Sharing of information Ongoing, review of usage in the delivery of lessons	
Ensure that Access Arrangements for Exams are enacted within the classroom for all KS4 pupils during in-class assessments.	Ensure that staff are aware of the access arrangements needed for each pupil and provide additional resourcing for this to be enacted within the classroom setting.	HOF/ Exams Team	Medium Term	2022-2023	
Ensure that pupils who are likely to receive Access Arrangements at KS4 receive these in all KS3 assessments.	Ensure that staff are aware of the access arrangements needed for each pupil and provide additional resourcing for this to be enacted within the classroom setting.	HOF/ Exams Team	Medium Term	2023-2024	

Disbandment of modified curriculum classes and a move to mixed ability classrooms.	Change of timetabling and setting (decisions about which will be made in line with our vision for True Inclusion and the principles set out in our SEND Policy)	SLT/ HOF/ HOY	Medium Term	2023-2024	
Increase the number of double period lessons for core subjects to ensure pupils who have 5-minute early passes are not adversely impacted by lesson changeover through additional lost lesson time.	Changes in timetabling to be completed at a whole-school level.	SLT	Short Term	HT1	
Teaching and Learning is adaptive and (to the greatest extent) meets the needs of all pupils within the classroom. When, through our referral and monitoring process, this is not enabling equitable progress for pupils with disabilities, short/medium term evidence informed, specialist, and academic based interventions enable	<ul style="list-style-type: none"> - Whole school teaching and learning focus and development of robust pedagogical practice that meets the needs of all pupils from the outset. - Whole school robust and rigorous QA cycle that puts pupils with SEND at the centre and scrutinises their provision in the classroom. - Development of robust tracking and monitoring by Inclusion to provide the right support at the right time for pupils who are not 	All staff	Long Term	2024-2025	

all pupils to meet their academic goals.	able to access the mainstream curriculum offer. - Development of a bank of high quality, evidence informed, academic interventions that are taught by specialists.				
Provide literacy support as a priority for pupils with SEND.	Implementation of the Ruth Miskin Phonics programme and the Thinking Reading Programme.	SLT / Literacy Lead/ Trained Intervention Staff	Medium Term	2022-2023	

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
In line with our increased focus on parental collaboration (as outlined in our School Improvement Plan).	Provide audio visual, braille and other accessible formats for all school-parent information as appropriate. - Video key messages and important information to ensure that all parents have access to this.	SLT/ Middle Leaders	Long-term		

School Accessibility Checklist: Physical Access to the School Building

School /academy name	Dean Trust Ardwick
Academy or LA maintained	Academy
Academy / trust name	The Dean Trust

Car park	
Does the school car park have wheelchair access (dropped kerbs) to the pavement?	yes
How many disabled parking bays do you have?	6

General site access	
Is there level or ramped access to the main school building which is suitable for a wheelchair?	yes
Does the main school entrance have power assisted doors?	yes
Are there any other doors in the school with powered openers?	Car park gates

How many classrooms does the school have in total?	69
How many of these classrooms are accessible from the main entrance to the school building?	All
How many classrooms are in external accommodation? (e.g. Elliott/ Portakabin)	0
How many of the external classrooms have ramped or level access suitable for wheelchair use?	All

Toilets / Hygiene rooms	
Does the school have any accessible toilets and if so, how many? (See note 1 below)	21
Do you consider the accessible toilets to be of an appropriate standard / compliant based on note 1 below?	yes
Does the school have a hygiene room with shower? (See note 2 below)	X2
Do you consider the hygiene room to be of an appropriate standard / compliant based on note 2 below?	yes
Are any of your accessible toilets / hygiene rooms equipped with height adjustable changing beds ?	yes

Hoists

Does the school have any hoists and if so how many?	2
Which rooms are the hoists situated in?	Hygiene Room
Are the hoist(s) any of the following:	
Mobile (on wheels)	yes
Ceiling track hoist - fixed	no
Ceiling track hoist – moveable (H track)	no

Specialist teaching equipment	
Does the school have any height adjustable desks?	yes
Does the school have any height adjustable science / DT equipment such as food technology?	yes
If yes to either of the above, please confirm which classroom types they are located in.	All

Playground / playing field	
How many formal hard play areas does the school have?	3

Do the hard play areas have level or ramped access?	yes
Does the school have its own playing field with level or ramped access?	yes
Does the school have an offsite playing field with level or ramped access?	no

Lifts	
Does the school have any lifts which are either dedicated to wheelchairs or conventional passenger lifts, please confirm the type and number below:	yes
Fold up / down wheelchair stair lift	0
Small vertical wheelchair platform lift (box type)	1
Conventional passenger lift	2
Are any of the above not able to cope with the weight of a disabled person and their wheelchair causing breakdowns?	no

Hearing/Visual Impairment	
Does the school have any of the following and approximate quantity of each (all, some, none)	

Contrasting doorframes	Yes All
Coloured handrails	no
Coloured steps	no
Tactile paving	Yes some
Hearing loops	Yes in Reception
Soundfield systems	no

Accessibility plan / strategy	
Does the school have an up to date Accessibility Plan?	Unsure
Please confirm the date of the last time the plan was reviewed / adopted?	
If you plan relates to more than one school site (MAT), do you have site specific action plans?	

Form completed by (print name)	
--------------------------------	--

Job role/ title	
Signature	
Date	

Note 1 Compliant accessible toilet – this is a larger than normal toilet fitted with colour contrasting fixed and fold down handrails, low level sink fitted with lever taps, panic cord and easy locking door which generally opens outwards.

Note 2 Hygiene room – this is a larger than normal accessible toilet fitted with equipment as per note 1 plus a shower and low level shower tray or wet floor.