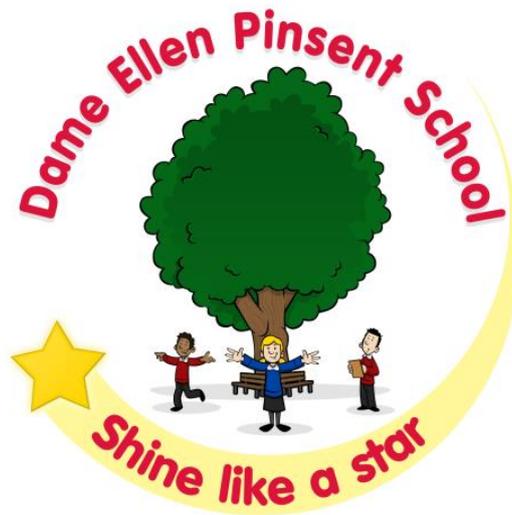


Dame Ellen Pinsent School Accessibility Plan Policy.



Where children are happy; developing independence and confidence, so that they can be their very best.

Next Review:	Nov 2024	S Hughes/K Parker/Kate Gray/Paul Ward	Policy Type:	Statutory
Last Review:	Nov 2023	S Hughes/K Parker/Kate Gray/Paul Ward	Adopted from:	TSB
Date Ratified:	Sept 2018		Governing Body:	FGB
Pages: 6			Review Period:	Annual

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Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of Dame Ellen Pinsent School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

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

- Monitor recruitment procedures to ensure that persons 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.

The plan will be resourced, implemented, reviewed, and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to consider the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Planning duty 1: Curriculum

Governing body's should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

At DEP we have devised a curriculum that is tailored to meet the needs of all pupils and types of learners. We have 4 Curriculum pathways, namely Roots, Seedlings, Orchard and Woodlands. Each academic year we identify the needs and ability of each individual pupil and align them with the most suitable pathway/Curriculum. We do this with the support of SLT, Heads of Department, Pastoral and Curriculum team and then consult with class teachers.

The children are assessed against appropriate bespoke frameworks, including Development Matters, Early Skills and A2E. Children are assessed in English and Maths and all other appropriate subjects and prime areas within their pathway. Appropriate topics are assigned to each class or pathway and each class has dedicated time to work on and develop their EHCP targets, including self-help and independence skills. We are also in the process of developing functional skills units across some of the pathways, with an initial focus on our Orchard pathway

	Issue	What	Who	When	Outcome criteria	Review
Short term	To develop a progressive series of Functional skills units, starting with Orchard pathway	KGu, in liaison with KP & KGr to develop functional skills units and trial them in Orchard pathway	KGu/KP/KGr	Spring/Summer 2023	A suitable and bespoke, progressive series of functional skills units to suit the needs of the pupils in orchard pathway and to support the continued development of independence and life skills	Ongoing Summer 2023
Medium term	To ensure all assessment frameworks are in line with our curriculum and new pathways	Develop assessment frameworks that assess the pupils at the level they are working with and reflect the types of assessment we use	Pathway leads/SubCo's/KP/KGr	Summer 2023	An assessment system that matches our curriculum, pathways and needs of our pupils	Summer 2023
Long term	To embed our new pathways, curriculum and assessment	Deliver training and working parties that embed the intent, implementation and impact of each curriculum pathway	SLT/pathway leads	Throughout academic year 2022/23 and into the new academic year	staff that are confident in the teaching, learning and knowledge of the pathway they are working within	Summer 2023

Planning duty 2: Physical environment

Governing body's should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short term	The school needs a dedicated library space accessible to all children	To create a library area for all children to access and areas to support pathway topics	SH/DF/English lead	Spring 2 2023	Accessible library space with topic areas to support Teaching & Learning	Spring 2023 - completed
Medium term	The pipework supplying heating to the premises is old and has developed leaks this year	Replace old heating pipework in services ducting in the hall	SH	Spring 1 23	Fully working heating system with no leaks causing school closures	Spring 2023- completed
Long term	The caretakers house will become part of the overall school footprint useable area as the new BSM does not offer live in accommodation	Develop the building to provide additional Teaching & Learning facilities	SH/DF	Spring 24	EDSi contacted regarding change of change of use VOA have been notified of change of use wef 1.3.2023 Nov 23 COU will not be registered as NDR until work has started	1.3.2023 Ongoing

Planning duty 3: Information

Governing body's should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Ensure school website is compliant	Audit school website identifying non-conformances and opportunities for improvement	PW	ongoing	Compliant website meeting Ofsted requirements	Ongoing
Medium term	School policy's process	Review and appraise current policy process	PW	ongoing	Defined process for managing school policies and automating the review process through 'The School Bus'??	Ongoing
Long term	Reduce paperwork	Review areas where new IT systems can reduce physical paperwork and improve the process of recording and informing.	PW	ongoing	Reduction of stationary and printer costs. Improved communication systems.	Ongoing