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| <p>Dronfield Henry Fanshawe School</p>  | Policy No: S34 | Author: | MMI/CBU |
| | <p>School Accessibility Plan</p> | Committee: | Statutory |
| Review Cycle: | | Every Two Years | |
| Initial Date Adopted | | November 2018 | |
| Latest Date Adopted | | February 2021 | |
| Minute No: | | 20/41 | |
| Review Date: | | February 2023 | |

“Success with care”

Dronfield Henry Fanshawe School is an 11-18 Voluntary Controlled Comprehensive School. It aims to provide an outstanding quality of education in a caring environment, where the talents and success of all its students are celebrated.

Introduction

This accessibility plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Dronfield Henry Fanshawe School aims to provide a curriculum and environment accessible to all its students and employees personalised to meet individual needs and abilities free from discrimination on any ground. This plan aims to ensure that, through careful planning, barriers to learning are, over a period of time, eliminated.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

Reasonable adjustments are made to ensure that the school environment is as accessible as possible.

At Dronfield Henry Fanshawe School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, work and visit here.

The School Governing Body are accountable for ensuring the implementation, review and reporting on progress of the Accessibility plan over a prescribed period. They will ensure through the Head Teacher and Senior Leadership Team that all staff are aware of how these duties should be implemented in their specific areas of responsibility.

Dronfield Henry Fanshawe School is an inclusive school and is proactive in thinking ahead to anticipate the barriers that students or staff with disabilities may face and takes active steps to minimise them so that all are included in all aspects of school life. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students and staff with a disability can take full advantage of the education and associated opportunities provided by Dronfield Henry Fanshawe School.

Our aims and objectives

- To ensure that all students have equal access to a broad, balanced and personalised curriculum.
- To provide access to the curriculum for students with disabilities, without disadvantaging the education of other students of the school.
- To ensure that students and staff with disabilities can participate fully in extra-curricular activities, clubs and school trips.
- To continue to improve the physical environment of the school to enable students and staff with disabilities to take better advantage of facilities provided and to improve the availability of accessible information to any person with disability.
- To challenge any negative attitude displayed in relation to disabilities and to continue to develop a culture of awareness tolerance and acceptance.

At Dronfield Henry Fanshawe School we aim to increase the extent to which students and staff with disabilities can participate in the school curriculum by:

- monitoring those areas of the curriculum that are normally difficult for students with disabilities to access; where necessary, re-rooming to more easily accessible classrooms.
- further investigating what support and / or alternative approaches can be adopted to increase the choice / participant of students and staff with disabilities at the school including liaison with outside agencies and the Local Authority

Our school monitors the access to the curriculum for students with disabilities, personalising and expanding the curriculum as necessary to ensure that students with disabilities are as equally prepared for life. This does not just cover teaching but also includes the wider curriculum of the school, such as participation in after-school clubs, leisure activities and school visits.

It can also cover the provision of specialist aids and equipment, which may assist students or staff in accessing the curriculum or the building.

The school continues to seek and follow the advice of the Local Authority Services, such as specialist teachers and appropriate health professionals.

Disability and the School Culture

Definition (Equality Act 2010)

The Disability Discrimination Act describes a disability as “a physical or mental impairment which has a substantial and long term adverse effect upon their ability to carry out normal day-to-day activities.” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA (Disability Discrimination Act) substantial means ‘more than minor or trivial’. Long-term means has lasted or is likely to last more than 12 months.

- This Accessibility Plan has been drawn up in consultation with the governors of the School.
- At Dronfield Henry Fanshawe School, we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Dronfield Henry Fanshawe School will constantly monitor, with a view to improve the accessibility of provision for all students, staff and visitors to the School.

- It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- This Accessibility Plan should be read in conjunction with other policies and documents on the following areas:

- Equal opportunities
- Special Needs Information Report
- Behaviour and Anti Bullying

Improving access for students with disabilities

This plan addressed the three strands of the statutory requirements, on the basis on which action plans will be drawn up and regularly reviewed:

Increasing access for students with disabilities to the school curriculum.

This covers 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 schools.

This covers improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of written information to students with disabilities.

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

Procedure

To identify barriers to access by students with disabilities a needs analysis checklist has been completed Annex 1.

From the findings of this checklist an Action Plan has been written to identify necessary action to make the adjustments necessary – Annex 2.

Identifying Barriers to Access: Checklist

Annex 1

Section1: How does your school deliver the curriculum?

| Question | Yes | No |
|--|-------------------------------------|--------------------------|
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support students with disabilities? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Wherever possible are your classrooms optimally organised for students with disabilities? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Do lessons provide opportunities for all students to achieve? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Are lessons responsive to student diversity? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Are all students encouraged to take part in music, drama and physical activities? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Do all staff recognise and allow for the mental effort expended by some students with a disability? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Do staff provide alternative ways of giving access to experience or understanding for students with a disability who cannot engage in particular activities, for example some forms of exercise in physical education? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Do you provide access to computer technology appropriate for students with disabilities? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Are there high expectations of students? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Do staff seek to remove all barriers to learning and participation? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Section 2: Is your school designed to meet the needs of all students?

| Question | Yes | No |
|---|-------------------------------------|-------------------------------------|
| Does the size and layout of areas including all academic, sporting, play, social facilities; classrooms, the assembly hall, restaurant, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms allow access for all students? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps, toilet facilities and showers? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Are emergency and evacuation systems set up to inform all students including students with SEN and disability; including alarms with both visual and auditory components? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Could any of the décor or signage be considered to be confusing or disorienting for students with disabilities? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Are areas to which students should have access well lit? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Is furniture and equipment selected, adjusted and located appropriately? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Section 3: How does your school deliver materials in other formats?

| Question | Yes | No |
|--|-------------------------------------|--------------------------|
| Do you provide information in simple language, symbols, large print for students and prospective students who may have difficulty with standard forms of printed information? (on request) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g by reading aloud overhead projections and describing diagrams?

Do you have the facilities such as ICT to produce written information in different formats?

Do you ensure that staff are familiar with technology and practices developed to assist people with disability?

Annex 2

A- IMPROVING ACCESS TO THE CURRICULUM

Increasing access for disabled pupils to the school curriculum

All departments personalise their curriculum in order to make it accessible to all students. Support is provided for some of the students who are underachieving or who need additional adult support due to their disability. It is essential that the atmosphere in classrooms is stimulating, positive and supporting and that differences between students are recognised constructively, and catered for. Resources are adapted according to the needs of the individual students. Relevant staff are made aware of specific known medical problems and are expected to take appropriate action in a sensitive and discreet manner. Due to the layout of the school it is not currently possible to provide fully for those with permanent mobility difficulties in all areas of the school. Students with temporary mobility restriction can have their classrooms reassigned to the ground floor and permitted to leave lessons early. The safety and wellbeing of students with special educational needs in emergency evacuation situation is considered, and appropriate equipment is positioned in the relevant areas. Planning and risk assessments for visits and trips have to take into account the particular needs of students with disabilities.

Recent developments to improve accessibility include:

- installation of electric doors to access sixth form area
- installation of disabled toilets (including hoist)
- refurbishing of the allotment area to allow full wheelchair access
- mini bus purchase – with a wheelchair ramp
- refurbished reception area developed with low level desk space
- reserved parking for blue badge holder

The accessibility plan will be reviewed regularly by the Governing Body.

| Target | Action | Resources | Timeframe | Outcomes |
|--|---|-----------------|----------------|--|
| A1: Continue to develop range of learning resources that are accessible for students with different disabilities. | Heads of Departments to review resources in their curriculum areas. | Time / training | September 2021 | Students with disabilities have increased access to curriculum materials. |
| A2: Teachers and Teaching Assistants develop their knowledge of different teaching styles. Identify suitable professional development opportunities. | Staff development. Teacher Observations. | Time / training | June 2021 | Teachers use multiple intelligence principles to suit a wide range of learning styles. Higher attainment for students with SEN / disabilities, e.g LAMOV |

| Target | Action | Resources | Timeframe | Outcomes |
|--|---|--------------------|-----------|--|
| A3: All staff develop skills to deal with students who have specific disabilities. | Specific training for new and existing staff relating to disabilities experienced by students. School to become a trauma informed school | Time / training | July 2021 | Staff have greater understanding of disability and trauma issues. |
| A4: Disability equality issues are incorporated into Citizenship curriculum. | Students to address issues of disability, mental wellbeing and inclusion through enrichment days, drama lessons etc | Programme of Study | July 2021 | Students have greater understanding of disability/welfare issues. |

B- IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

We aim to improve the physical environment of the school to increase the extent to which students and staff with disabilities can take advantage of education and other services. Recently completed work has enhanced the environment for students, staff and visitors with disabilities, this includes improved disabled toilet facilities and accessibility where possible to a hoist if required. Furthermore, special electric doors have been installed in our sixth Form area to ensure all students have access to an appropriate working environment. The school allotment has been refurbished in 2018 to allow full wheel chair access.

The upper are of C block, A block and the terrapins are now the only areas within the school that are not physically accessible to wheelchair users. Until the school is able to provide access to these floors it will be necessary to accommodate wheelchair users in ground floor classrooms.

Whenever new buildings are constructed or existing buildings are renovated active consideration will be given, as a priority, to improve accessibility.

Until the school is fully accessible to people with all varieties of disabilities, students and staff will continue to pay close attention to the needs of the individual accessing the school. This will include the preparation of Education Health Care Plans and Personal Emergency Evacuation Plans.

A couple of Blue Badge parking spaces are located on each car part, including some in close proximity to the main school entrance. The school will continue to take the physical and sensory needs of students, staff and visitors into consideration when planning and undertaking future improvements and refurbishments of the site and premises, this will include access, lighting, acoustic and more accessible facilities and fittings where appropriate.

| Target | Action | Resources | Timeframe | Outcomes |
|--|---|--|-----------|--|
| B1: Ensure fire procedures take account of the needs of students with disabilities. | a) Review the needs of the identified students. b) Ensure that appropriate provision including places of safety have been established. c) Fire procedures for wheelchair students are clearly in place. | Financial resources (funding for evacuation chairs) Time/training | Annually | Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of fire. |
| B2: Ensure that there is appropriate vehicle access for students with physical disabilities. | Review the needs of identified students. Ensure that appropriate provision and safety has been addressed. | Financial resources Site Management. | Annually | Identified students have access when required to disabled parking provision. Spaces at the back of the school. Disabled parking spaces created in front of the school building. |
| Target | Action | Resources | Timeframe | Outcomes |

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| B3: To constantly review access to the physical environment for pupil's with physical disabilities. | Review the access to individual rooms, ensuring appropriate adaptations are made where feasible. | SENCO, Occupational Therapist. | Annually | If necessary, physical environments will be reviewed and evaluated frequently with the support of the Occupational Therapy Service. Appropriate Risk Assessments will be carried out regularly and evaluated in line with the SEN and Health Safety Policies. |
| B4: To ensure that there is appropriate provision for physical disabled to access adequate toilet facilities. | | Financial resources and site manager | | The facility will be reviewed and evaluated frequently |
| B5: To provide new outdoor recreational area with appropriate access for students with physical disabilities. | To install new outdoor recreational facilities- for the purpose of quiet recreational activities. | Financial resources and site manager | Annually | The area will be designed to have easy wheelchair access and reviewed and evaluated annually. (Allotment), new green house, outdoor learning area, |

C - IMPROVING ACCESS TO INFORMATION

| Target | Action | Resources | Timeframe | Outcomes |
|---|---|--|--------------------|--|
| <p>C1: Make information more accessible to students (and parents) with disabilities</p> | <p>Use national and local recommendations to develop plans to make information more accessible.</p> | <p>LA guide to making information more accessible</p> <p>Teaching Staff, Parent and Student feedback</p> | <p>July 2021</p> | <p>Students with disabilities have greater access to information. School able to respond quickly to requests for information in alternative formats.</p> |
| <p>C2: To provide a hearing loop (either fixed or portable) in school.</p> | <p>Identify an appropriate system in line national recommendations.</p> | <p>LA guide to making information more accessible</p> <p>Teaching Staff, Parent and Student feedback</p> | <p>August 2021</p> | <p>Students with disabilities have greater access to information. School able to respond quickly to requests for information in alternative formats.</p> |

