

**Outcomes
First
Group.**

Accessibility Plan



Dibden Park
SCHOOL

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Headteacher of Dibden Park School is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Dibden Park School Mission Statement

Dibden Park School is committed to raising achievement and enabling pupils to recognise their potential and to support them through a personalised and engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer a supportive environment where our young people accept responsibility for their actions, make positive decisions and display pro-social behaviour.

This mission statement embodies our work at Dibden Park School. 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 with a disability can take full advantage of the education and associated opportunities provided by Dibden Park School.

Definition (Equality Act 2010)

“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”. Physical or mental impairment includes sensory impairments and also hidden impairments. In the Disability Discrimination Act 1995 (DDA) ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger

The Accessibility Plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the three-year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. Dibden Park School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

1. Increase access to the **curriculum** for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); 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 - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.

Curriculum –

The current position on opening

- Data system will be available for all staff
- Advanced planning for students based on good information from the Local Authority
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)
- Risk assessments for all young people
- Progress Reviews will enable all students to discuss their learning
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students –
e.g. appropriate use of language; questioning techniques; pair work; group work;
'mind- friendly' learning techniques to suit all learning styles – visual/ auditory /
kinaesthetic, etc
- Smaller teaching groups
- Development of mutual support and understanding between colleagues in working with pupils with disabilities

Priorities for 2023-25

- To continually assess and evaluate our curriculum to ensure it is accessible for students with disabilities
- Developing outstanding learning and teaching across the school
- To develop sensory room and spaces outside den/area.
- To develop our outside learning area to include easily accessible play areas for children of all ages and ability.
- To ensure that students, staff and parents are consulted to ensure the development of the Accessibility Plan
- Continue to improve access to vocational areas for horticulture and animal care at.
- To develop increased vocational learning areas including; Motor Mechanics, Catering and Music.

2. Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Physical Access – The Current Position

In summary the school property meets the following material requirements;

- Level access from car park to entrance
- Ramp to allow access to the building
- Intercom access at front entrance
- Additional toilets at school
- All internal areas brightly lit

Priorities for 2023-25

The forward plan will be developed in response to pupils, staff and other stakeholder's needs. The criteria for adapting existing or providing alternative arrangements will be assessed against individual's specific needs. This may include but not be limited to;

- Provision of adapted and/or alternative workplace furniture, fixtures and fittings to meet individuals needs
- Provision of adapted and/or alternative work equipment and tools to meet individuals needs
- Outdoor gym equipment and ODE equipment
- Increase access to IT

3. Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Written information –

The Current Position on opening

- Visual timetables will be produced for students if necessary
- Class work will be carefully adapted to ensure it is in line with student ability
- The Accessibility Plan is placed on the website
- Newsletters to be completed half termly in a suitable format

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, Strategies and documents:

- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Policy
- School Prospectus

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

The School Prospectus will make reference to this Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school website.