Accessibility Policy

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Terminology: Please note that the terms “our teams” and” team member/s” include everyone working with the people in Outcomes First Group’s services in a paid or unpaid capacity, including employees, volunteers, consultants, agency staff and contractors.

1.0 Introduction

Outcomes First Group places the safety of young people as its highest priority, including safeguarding children and young people when using all facilities on Dibden Park School. The site, all classrooms and outside areas must be managed effectively to always produce a safe and accessible learning environment. Pupils will be educated to take a responsible approach to being in and around the school premises and buildings, to help them recognise and understand the risks and reasoning behind accessing all areas sensibly.

The purpose of this policy is to reduce and eliminate any barriers to accessing a full curriculum and to allow full participation, to all activities, as a member of The Dibden Park School community. This policy applies to all pupils, staff, visitors and team members who have access to Dibden Park School.

2.0 Definition of Disability

The definition is set out in section 6 of the Equality Act 2010. This states that ‘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 impairments includes sensory impairments and hidden impairments. In the Disabled 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, ASD, ADHD, ADD, Speech and language impairment, diabetes or epilepsy, where the effects of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long term.

It is the case therefore that there is the potential for a significant number of pupils are included in this definition and Dibden Park School will work closely with parents/guardians/carers during the Admissions Procedure to ensure that any barriers to education or the buildings are noted, with clear strategies in place.

Normal day to day activity

The test of whether an impairment affects normal day-today activity is whether it affects one or more of the following. These are highlighted in no order

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

3.0 Key Objective

The Headteacher, staff and team members at Dibden Park School are determined to reduce or eliminate barriers to accessing the curriculum and to allow full participation to all activities that the school has to offer

This policy also applies when pupils take part in off-site activities and trips during the school day. It is important that staff take care when planning activities for all young people and pay due regard to any off-site activities to ensure that all Pupils (and Staff) can access transport arrangements and have full use of the activities on offer

4.0 Principles

Compliance with the Equality Act is consistent with the school aims and equal opportunities policy and wider SEN policy and guidance.

Dibden Park School fully recognises that it has a duty not to discriminate against disabled pupils in its Admission and Exclusions Policy, or in its provision of educational or associated services. The school will aim to;

- To publish an accessibility plan on an annual basis
- To not treat disabled pupils less favourably
- To take all reasonable steps to avoid placing disabled pupils at a substantial disadvantage
- Review the plan and site accessibility on an annual basis

The Headteacher will ensure that staff and team members will pay due regard to the Accessibility Policy.

Dibden Park School recognises and values parents/guardians/carers knowledge of their children, including anything that may present as a barrier to their education, and will work closely with parents/guardians/carers to remove potential barriers and to ensure that each child has access to a full range of activities. Dibden Park School will fully respect parents/guardians/carers, and young people's, right to confidentiality.

Dibden Park School will provide all pupils with a broad, balanced and individual curriculum tailored to their personal interest, strengths and abilities. All pupils will have access to National Curriculum subjects, which will underpin inclusive and personalised curriculum offer. All our young people will be set suitable learning challenges and staff will respond to pupils' diverse learning needs.

It is the responsibility of all staff and team members to work closely to overcome potential barriers to learning and provide assessment opportunities for our young people.

5.0 Current Accessibility Status

By using the Accessibility Plan as a tool for continued improvement, it is a school aim to continually improve the physical environment of the school and therefore improve the extent to which physically impaired pupils can take full advantage of education and clinical services. The plan will be updated as new pupils are enrolled, in line with any additional needs.

Dibden Park aims to provide a safe and welcoming physical environment. This includes:

- Buildings that are wheelchair accessible where possible
- Accessible Toilet Facilities available within the school
- Well-designed classroom spaces for group work and individual learning
- Pleasant outside areas that allow for safe play, curiosity and to aid self-regulation
- Clear, visual signage that allows for safe travel around the building, outside areas and signposting to school areas
- Considering pupil enhanced physical needs and sensory sensitivities when planning for learning opportunities
- Ensuring that written information is accessible to all
- The building, including classrooms, have been designed to be low stimulus environments using colour schemes, dimmable lighting and acoustic baffles to reduce noise.

Curriculum Accessibility

The curriculum at Dibden Park School will be designed to meet the needs of individuals, and careful attention is paid to curriculum design to enable our pupils to fulfil their potential as young people. We will achieve this by:

- Planning carefully for individual need
- Working closely with parents/guardians/carers to understand and plan for individual access needs and to overcome barriers
- Working closely with our clinical colleagues and Therapy Teams including Speech & Language and Occupational Therapist

- Providing Personalised timetables for every young person
- A range of educational visits and opportunities
- Cultural, sporting and social activities
- Careful recording and sharing of progress
- Working closely with parents/guardians/carers to ensure that EHCP targets are being met in line with access arrangements
- Regular revisiting of our Accessibility Policy and continue to improve accessibility for all pupils at Dibden Park School
- Consulting with pupils, staff, parents/guardians/carers to ensure an up to date and relevant Accessibility Plan which allows for future developments

At Dibden Park School our pupils have access to a range of specialist, clinical staff. This will include Occupational Therapists and Speech and Language specialists. The staff team will work closely to ensure that the very best strategies are put into place for individuals. All staff undertake training to help them understand the individual level of need. Staff will provide.

- Visual timetables to aid access and understanding across the day
- Translators, interpreters and signers where possible
- Private rooms for discussion as required
- Access to the Accessibility Plan
- Written information is accessible for pupils and that other resources, such as overlays, are accessible to aid access to the curriculum.

Our school staff are exceptionally skilled in providing learning opportunities for our pupils at Dibden Park School and ensuring that the curriculum is accessible to all pupils. School staff will continue to receive high levels of training and advice from specialists in education and health professionals.

Outcomes First Group

Dibden Park SCHOOL

