

Increasing Accessibility



Devon Hospitals Short Stay School

Accessibility Plan

2015- 2018

	Date
Agreed by Managers	6 th July 2016
Review	November 2016
Previous review	

SCHOOL ACCESSIBILITY POLICY

Key Objective

To reduce barriers that might interfere with a pupil's access to the curriculum and the social community of the school.

Principles

The DHSS Schools aim to be highly inclusive and accessible,

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended under the Equalities Act 2002. Further it draws from the schools SEN and Disability and Equality, Diversity and Cohesion policies.

Disability is defined by the Disability Discrimination Act as : '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'.

The school recognises its duty under the Equalities Act 2010;

- Not to discriminate against pupils in their admissions and exclusions, and provision of education and associated services
- Actively seek ways to improve the school environment for current and potential users
- 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 (policy)

In performing their duties the governors and staff will have read the Equalities Act 2010.

The school recognises and values parents 'knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the child's and parents' right to confidentiality.

Delivery of the curriculum

School staff are aware of the importance of making the curriculum accessible to all pupils, and account will be taken of pupils' conditions and needs to reduce barriers to learning.

Where appropriate, the school provides all pupils with a broad and balanced curriculum by

- setting suitable learning challenges which are appropriately differentiated
- responding to pupils' diverse learning (and emotional) needs
- overcoming potential barriers to learning and assessment

- taking into account the needs of pupils with physical and sensory difficulties. We endeavour to adapt the environment to suit individual needs but some adaptations can only be made with hospital approval.

Physical Accessibility

At the RDE site

- The classroom is accessible from the ward
- All classrooms are on the ground floor
- Use of these classrooms can be determined according to pupils' needs
- Toilets are accessible to wheelchairs from within the classroom
- The classrooms are accessible to wheelchairs and beds
- The outdoor area is accessible to wheelchairs and beds

At the NDDH site

- The classroom is accessible from the ward which is located on the 2nd floor. This is accessible via the lift or stairs.
- The classroom is limited in space but can accommodate wheelchairs and a bed.
- Toilets are accessible along the corridor
- An outside area is accessible via the lift or stairs. (As such pupils cannot access the outside area if restricted to beds).

Staff

The school values each member of staff for their contribution and will seek to ensure that no member of staff is disadvantaged by reason of a disability. The school will ensure that all staff who have a disability feel able to identify that disability and ask for any reasonable adjustments to be made to accommodate their access to services and resources within the school. Where necessary, support will be allocated within the constraints of the school's financial resources, to enable any reasonable adjustments to occur.

Linked Policies

Admissions

Curriculum

Equality, Diversity and Cohesion

Mission Statement

SEND

SEND Information Report

Purpose of this Plan

This 3 year plan shows how Devon Hospitals Short Stay School intends to increase accessibility of the school for disabled pupils and to promote equality of opportunity for pupils, staff and members of the school community. It relates closely to the school's Disability and Special Educational Needs Policy and to the following national legislation:

- SEND Code of Practice (June 2014)
- Equality Act 2010

Devon Hospitals Short Stay School aims to treat all stakeholders (pupils, prospective pupils, staff, governors and other members of the school community) favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. We aim to work closely with disabled pupils (together with their families and any relevant outside agencies) in order to remove or minimise any potential barriers to learning which put them at a disadvantage so that they can learn, achieve and participate fully in school life. We actively promote positive attitudes to disabled people and as part of the school's continued communication with parents, carers and other stakeholders, we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

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. A wide range of impairments is included in the definition including sensory, dyslexia, autistic spectrum disorder, diabetes, speech and language, severe asthma and learning difficulties resulting from complex profiles of disability.

Legal Background

From September 2002, the Disability Discrimination Act 1995 (DDA) outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. The act required schools to have an accessibility plan which is put into practice and reviewed and revised as necessary. This plan sets out the proposals of the Managers of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum; as well as teaching and learning this includes the school's wider curriculum such as enrichment activities and on site visits;
- improving the environment of the school (both the physical environment and the provision of physical aids) to increase the extent to which disabled pupils can access education and associated services;

- improving the delivery to disabled pupils and members of the school community of information which is provided in writing for those who are not disabled. e.g. handouts, timetables, textbooks and information about school events. The information may need to be offered in a different format and should be made available within a reasonable timeframe.

Making it happen

The plan makes clear who will be responsible for actioning the different objectives, who will monitor these and review their achievement. The plan will be approved by the Management board and will be accessible to all via the school website and the school prospectus. The plan will be reviewed annually.

Increasing the Extent to which disabled pupils can participate in the school curriculum.

		Action					
	Objectives /Targets	How (Strategies)	Who	Resources	Timescale	Monitoring method	Outcomes /Goals Achieved
1	To ensure that all staff are trained in ways to support pupils with PMLD.	<p>Training for all staff.</p> <p>School to seek advice from experts/ LA Advisors</p> <p>Visits to link special schools.</p> <p>Attending link school training.</p>	<p>SLT</p> <p>LA Services</p> <p>Disability Rights Commission</p> <p>All school staff</p>	<p>Staff training costs</p> <p>Advisor costs</p> <p>Specific resources</p>	Ongoing	<p>Evaluations on SDP.</p> <p>HT termly report to Managers</p>	Pupils with PMLD are well supported
2	To ensure that all staff are trained in differentiation and ways to support pupils with Dyslexia and Dyspraxia.	<p>Training for all staff.</p> <p>Use of training programme</p> <p>School to seek advice from experts/ LA Advisors.</p> <p>Consider needs of specific pupils, both for school and</p>	<p>SLT</p> <p>Babcock LDP Advisers / Psychologists</p> <p>All school staff</p>	<p>Staff training costs</p> <p>Advisor costs</p> <p>Specific resources</p>	Ongoing	<p>Evaluations on SDP.</p> <p>HT termly report to Managers</p>	Pupils with dyslexia and dyspraxia are well supported.

		off-site activities.					
3	To ensure that the Accessibility Plan becomes a regular item at the FGB meetings and is regularly reviewed.	HT to include in termly report Policy committee to review annually.	Clerk to Managers HT Policy committee		By spring Term 2016		Accessibility plan in place and reviewed and revised as per legislation.
Improving the Physical Environment of schools							
4	Ensure the new outside space /gardening spaces at RDE site are accessible to all pupils including those in wheelchairs and in beds.	Research the availability of a portable ramp That staff can access readily Planning meeting. Meeting with hospital estate managers and with ward matron	HT Hospital estate managers Ward matron		By end of summer Term 2016	All managers via HT termly reports to FGM	Pupils in beds and wheelchairs access the gardening space.
5	Improve access for pupils who may experience difficulty moving around the school.	Audit of accessibility of school rooms etc and grounds by Managers. Risk assessments. Suggest actions and implement as budget allows.	SLT Teachers Managers Parents	Planning time for HT	On-going	Feedback from pupils	

Improving the Delivery of Information to Disabled Pupils

6	To create a resource bank of Braille signs/resources that can be used when pupils with Visual Impairment (VI) attend the school.	<p>Research services available for converting written information into alternative formats.</p> <p>Meetings with</p> <ul style="list-style-type: none"> • WESC • Medical Team <p>Advice from VI advisers</p> <p>Liaison with link schools</p>	<p>All staff</p> <p>WESC</p> <p>Medical Team</p> <p>Link schools</p> <p>VI Advisers</p>	<p>Resource costs</p>	<p>By end of summer term 2017</p>	<p>All managers via HT termly reports to FGM</p>	<p>Provision of written information is available to pupils with VI and is used.</p>
7	Produce Safeguarding Information booklet and a SEN information sheet in accessible formats for parents and pupils	<p>Research services available for converting written information into alternative formats</p> <p>Contact Babcock Safeguarding Officer</p> <p>Research already produced booklets/sheets on the web Whole school training</p>	<p>All staff</p> <p>Babcock Safeguarding Officer</p> <p>VI /HI Impairment Advisers</p> <p>Jane Dibble</p>	<p>Advice costs</p> <p>£250 staff training costs</p> <p>Photocopying costs</p>	<p>By end of summer term 2016</p>	<p>All managers via HT termly reports to FGM</p>	<p>Safeguarding Information booklet and SEN information sheet are available in alternative formats</p>

GLOSSARY	of abbreviations used in this plan
Babcock LDP	Babcock Learning Development Partnership
DDA	Disability Discrimination Act 1995
DHSS School	Devon Hospitals Short Stay School
FGB	Full Governing Board
HI	Hearing Impairment
HT	Head Teacher
LA	Local Authority
NDDH	North Devon District Hospital
PMLD	Profound and Multiple Learning Difficulties
RDE	Royal Devon and Exeter Hospital
SDP	School Development Plan
SEND	Special Educational Needs and Disabilities
SLT	Senior Leadership Team
VI	Visual Impairment
WESC	West of England School and College