



Dawn House
School

DAWN HOUSE SCHOOL – STAFF HANDBOOK	
Policy Title: Accessibility Plan	
Section: 4	Policy No: 4.4
Version Date: April 2017	Review Date: December 2018
Name of Originator: JMc	Designation: Principal

ACCESSIBILITY PLAN 2015 to 2018

Dawn House School

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over the prescribed period.

Plan over a prescribed period

1. The Dawn House School Accessibility Plan has been drawn up based upon study of legislation, informed by staff knowledge of pupils' needs and disabilities in conjunction with information received from placing authorities, parents, pupils and governors of the school. The Accessibility Plan will contribute and advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the period ahead of the next review date. This plan was updated Autumn Term 2014 and reflects statutory requirements for the setting of Equality Objectives and has since been reviewed (November 2017).
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that I CAN Director of Education will monitor the school's activity under the Equality Act 2010 (and in particular regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their age, 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 by challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion developing a culture of inclusion within the school.
4. The Dawn House School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. In accordance with the Equalities Act 2010 the Accessibility Plan will contain relevant and timely actions to:
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as those pupils without a disability. The school understands that failure to do this would be in breach of its duties under the Equalities Act 2010; as such, this covers both teaching and learning and the wider curriculum of the school such as participation in enrichment lessons, after-school clubs, leisure and cultural activities and school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school such as improved access, lightning, acoustic treatment and colour schemes and physical aids to access education within a reasonable timeframe and through a planned rolling programme.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; such examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. 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.

7. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the senior leadership group and subsequently updated by the school. However, remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

8. The terms of reference for the Governing body will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

9. The School Brochure/Prospectus will make reference to this Accessibility Plan.

10. The School's complaints procedure covers the Accessibility Plan.

11. The Accessibility Plan will be published on the school website.

12. The Accessibility Plan will be monitored by the Governing Body.

14. The school will work in partnership with I CAN in developing and implementing this Accessibility Plan.

15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

To be reviewed: November 2018

Dawn House School Accessibility Plan - 2014 to 2017:

Improving Access to the Curriculum

Target	Strategy	Outcome	Timeframe	Impact	Progress
To further develop staff skills and understanding in meeting the needs of students with literacy difficulties.	Discrete cross team literacy group to cascade THRASS training and advise on resources. Examinations Officer to monitor impact of intervention.	Accelerated progress / closing of gap maintained over course of year.	Autumn Term 2014 – refresher training. Regular group meetings over academic year.	Formal analysis of pupil progress demonstrates progress maintained. Reading average increase: Reading: 12 months Spelling: 6 months	Appropriateness of Diagnosis Reading Analysis reviewed. Test replaced for older students.
Achieved	Achieved	Achieved	Achieved	Achieved	Achieved
CPD for all staff groups in identifying and addressing needs of pupils with dyslexia.	Training delivered by lead staff in gaining Dyslexia Friendly status. Dyslexia training included as part of the new staff induction process. Head of Assessment Service to engage in post graduate study of specific learning difficulties.-	All staff have clear understanding of needs of pupils with dyslexia and employ appropriate strategies within lessons.	Dyslexia Friendly Re accreditation Achieved Summer 2014.	Appropriate resources available and strategies implemented across school for pupils with dyslexia.	Regular training and updates in dyslexia provided for staff. Briefing for Governors Spring Term 2014.
Ongoing	Achieved	Achieved	Achieved	Achieved	Achieved

Target	Strategy	Outcome	Timeframe	Impact	Progress
Training for all staff in meeting the needs of pupils with dyscalculia.	<p>External training to core team of staff in developing understanding of:</p> <ul style="list-style-type: none"> • dyscalculia • effective interventions • resources • <p>Core team cascade CPD to whole staff team.</p> <p>Timetable adjusted to include daily numeracy sessions.</p> <p>Learning walks to monitor implementation and judge impact of initiative.</p>	<p>All staff have clear understanding of effective interventions to ensure the needs of students are addressed within daily numeracy sessions.</p> <p>Opportunities for promoting numeracy skills made explicit across curriculum.</p> <p>Maths Co-ordinator to monitor impact of interventions through MaLT testing.</p>	<p>Summer Term 2014 – initial training</p> <p>Summer Term 2015 – revisit with whole staff team developing resources (through twilight sessions)</p> <p>June 15 Learning walks</p> <p>July 15 Monitoring report to Governors</p>	<p>Increase in APS of end of key stage 4 attainment in maths.</p> <p>Accelerated progress in basic numeracy skills across primary and secondary departments</p> <p>Increased engagement in maths lessons.</p> <p>Increase in kinaesthetic approach to teaching of maths across school</p>	To be revisited within annual CPD programme 2015 – 2016
Achieved	Achieved	Achieved	Achieved	Achieved	Achieved
Training for all staff in Acquisition of Academic Vocabulary (in readiness for move from coursework to terminal examinations)	<p>1) Head of Therapy / SLT Co-ordinator to lead staff in raising awareness of difficulties / identifying effective interventions / offering advice and guidance across all areas of curriculum.</p> <p>2) Subject co-ordinators review policies to reflect initiative.</p> <p>3) Baseline testing undertaken to monitor impact.</p>	<p>All staff develop understanding of difficulties. Curriculum policies updated to reflect strategy.</p> <p>Interventions are implemented reinforced across curriculum.</p>	<p>Autumn Term 2015 – initial training</p> <p>Regular termly twilight sessions over remainder of academic year</p>		
Ongoing	Partially	Ongoing	Ongoing		

Target	Strategy	Outcome	Timeframe	Impact	Progress
To develop staff expertise in meeting students' mental health needs & emotional wellbeing.	<p>Child Psychotherapist to deliver training to staff team.</p> <p>Increase psychotherapist's time to one day per week</p> <p>Increase psychotherapist's support to staff and students</p> <p>Psychotherapist and Head of Therapy monitor impact of interventions.</p>	<p>Core teams are better able to identify appropriate interventions to address needs of individual.</p> <p>'Zippy's Friends' rolled out across secondary dept.</p>	PPC: October 2014 & October 2015	Workshops delivered to staff and parents in emotional wellbeing / understanding depression in yp with ASD and communication difficulties.	Increased availability of psychotherapist.
Achieved	Achieved	Achieved	Achieved	Achieved	Achieved
All extra-curricular activities are planned and screened to ensure they are accessible to all pupils.	<p>Review all out-of-school provision to ensure compliance with legislation.</p> <p>Review timing of holiday project to increase number of pupils participating – through parent survey</p>	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	February 2015	Increase in access to all school activities (including holiday project) for all pupils.	<p>Accessibility of extra-curricular activities monitored through scrutiny of risk assessments.</p> <p>Holiday project to begin Friday pm as school breaks up to eliminate need to return home for weekend and to encourage greater participation.</p>
Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Classrooms are optimally organised to promote the participation and independence of all pupils.	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.</p> <p>Use of visual timetables across the school and provided individually for new pupils and for others when appropriate.</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.</p> <p>Pupils have ready access to a range of resources to support their learning</p>	On-going	<p>Increase in pupil engagement as measured by behaviour analysis.</p> <p>Increase in pupil progress as measured against national data sets.</p>	Analysis of behaviour incidents demonstrates positive impact of strategies adopted by staff on individuals over time.
Achieved	Achieved	Achieved	Ongoing	Achieved	Achieved

Target	Strategy	Outcome	Timeframe	Impact	Progress
Refresh Awareness of Equality Issues.	Engage in Stonewall Train the Trainer CPD Provide training for governors, staff, pupils and parents in homophobic / transgender / sexual orientation / cyber bullying	Discuss perception of issues with staff to determine the current status within school. Survey students' views	Autumn Term 2015 Spring Term 2016 onwards	Community will benefit by a more inclusive school and social environment.	Training delivered to staff team on homophobic bullying by Assistant Head of Education. Staff more confident in responding to incidents of homophobic bullying.
Begun	Begun		Begun		
Increase engagement by ensuring further opportunities for personalisation of student's programmes.	Verification of AIM Awards in Residential Care and FE setting will support students in contributing to EHCP conversion meetings.	Identify pupils from a range of groups Involve staff, parents and carers in consulting pupils about their life, hopes and aspirations	Pupil voice is given greater emphasis during the transition planning process	Pupils feel more fully involved / active participants in decision-making process	Full involvement in conversion process ensuring EHCP reflects needs and aspirations of individual student.
Achieved	Ongoing	Achieved	Achieved	Achieved	Achieved
To further develop staff expertise in meeting needs of students with history of school refusal	Participate in external training covering: 1)Understanding medical conditions 2)Possible interventions 3)Reducing Absence Analysis of attendance	Improved attendance of key students	Autumn Term 2015	Improvement in engagement and attendance of individuals over time	Ongoing
Ongoing	Partially Achieved	Ongoing	Ongoing	Ongoing	Ongoing

Target	Strategy	Outcome	Timeframe	Impact	Progress
Enhance access to curriculum through installation of touchscreens across all departments.	Consult with IT strategic group. Investigate costs. Submit bid to CO. Liaise with Computeam to identify appropriate installation period.	Touch screens installed across school. Staff engage in training. Implemented within classrooms.	March 15	Monitoring report from Senior Education Advisor comments on innovative use of IT in lessons observed.	Ongoing
Achieved	Achieved	Achieved	Achieved	Achieved	Ongoing
Refurbish quiet room to provide appropriate calming environment to relieve student's anxiety	Consult with key staff Liaise with appropriate external agencies Identify costs Submit to CO	Refurbishment of quiet room	August 2016	Included in maintenance schedule.	
Reduce audio distraction within in FE Department	Trial use of Soundfield System in FE Department. Survey views of staff and students If appropriate install permanently.	Currently being trialled	October 2015		
Ongoing	Ongoing	Ongoing	Ongoing		

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Impact	Progress
Availability of written material in alternative formats	Notebooks purchased and available for whole class groups within each phase of school. Staff training in use of IT in classroom Including use of apps.	Students able to download apps (following guidance of therapists) to enhance engagement, address individual needs/ accelerate progress.	August 2014	Snr Education Advisor reported innovative use of IT in enhancing teaching and learning. June 15.	Ongoing.
Ongoing	Achieved	Achieved	Achieved	Achieved	Ongoing
Develop students' ability to communicate in variety of forms	Specific training in Touch Type Programme.	Students able to respond independently	Ongoing	Increase in students' confidence in responding in exam conditions.	Ongoing
Achieved	Achieved	Achieved	Achieved	Ongoing	Ongoing
To improve access arrangements within exam conditions	Purchase of exam reader pens Key staff engage in CPD led by examinations Officer. Key staff complete online OML training. Practise techniques with students prior to exam period	Additional aids / approaches to increase students' understanding and reduce students' anxiety.	Sept 14 onwards	Students report pens ineffective. Support staff all received training.	Alternative support sought. Training to be revisited following changes to access arrangements.
Ongoing	Achieved	Achieved	Achieved	To be revisited	Ongoing
Make available school prospectus, school newsletters and other information for parent/visitors in alternative formats	Promote the availability of different formats for those that require/request it. Family Support Worker to provide support explaining/ completing forms	School information accessible to all. Parents receive regular school information via Parentmail and half termly newsletters.	Ongoing	Accessibility of information to pupils and parents/carers improved	Capture views of parents in annual survey Feb 16.
Ongoing	Ongoing	Achieved	Ongoing	Ongoing	To do

Target	Strategy	Outcome	Timeframe	Impact	Progress
Information booklets about the residential provision, produced in an accessible format will be available to all boarders	Booklets will be produced using Communicate In Print software	Residential boarders have ready access to point of reference re boarding routines.	Ongoing	Reduction in anxiety on joining the school	Ongoing
Achieved	Achieved	Achieved	Ongoing	Ongoing	Ongoing
All pupils will have booklets produced in an accessible format highlighting the worries and complaints procedure	Booklets will be produced using Communicate In Print software	All student have point of reference which details procedure to follow when concerned about issues	Ongoing	Point of reference used to reassure students they are following correct course of action.	
Achieved	Achieved	Achieved	Ongoing	Ongoing	Ongoing