

## DUMPTON SCHOOL

### 16 - ACCESSIBILITY PLAN (2021-2024)

<b>Person(s) responsible:</b>	<b>Bursar/Head /Head of Learning Support</b>
<b>Last updated:</b>	<b>June 2021</b>
<b>Review period:</b>	<b>24 months</b>
<b>Next review:</b>	<b>June 2024</b>

This Accessibility Plan has been drawn up in consultation with the management and staff of the School to comply with section 10 of the Equality Act 2010 and covers the period from August 2021-September 2024. The plan will be kept under review during this period and will be revised as necessary. The plan will be reviewed by the governing body every three years.

We are committed to providing an environment, which values and includes all pupils, staff, parents and visitors regardless of their educational, 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.

The plan is available from the School for parents and the plan and other relevant policies can be made available in large print or other accessible format, if required.

## BACKGROUND

The School has quite a small compact campus that has evolved steadily since the 1980's when the School moved to Deans Grove.

In common with many other schools, the layout of Dumpton covers a wide area and consists of many separate and some historic buildings of several stories, which do not have lifts. In addition, the School has fixed classrooms for each subject due to the need to have all of the relevant facilities for each subject in one place. As such, pupils are required to go from classroom to classroom, often up steps or stairs in buildings without lifts.

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of the School to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan can be read with the following policies, strategies and documents:

- School Prospectus

- Equal Opportunities Policies
- Health and Safety Policy
- Special Educational Needs and Disability (SEND) Policy
- Equality Policy

## **THE DUTY TO MAKE REASONABLE ADJUSTMENTS**

The School is committed to providing reasonable adjustments to enable prospective pupils to take up a place at the School and to satisfy the current admissions criteria.

The school cannot simply wait until a case arises to consider what reasonable adjustments it might make. Failure to take anticipatory action of the type described below may lead to unlawful discrimination in individual cases, simply because the likely delays which will result from the school not anticipating problems before they arise are in themselves likely to result in disabled pupils being treated less favourable than others.

Examples of the kind of regular action that the school undertakes include:

- regular review of all policies, including those on bullying, equal opportunities, admissions, special educational needs and learning difficulties and health and safety policies to ensure that they continue to comply with the School's obligations under the Equality Act 2010;
- the training of willing staff to administer medicines to pupils in particular circumstances;
- Consider moving a class to a ground floor classroom to avoid stairs;
- ensuring the Admissions forms/entrance applications to request details of any reasonable adjustments a pupil may require in relation to the entrance examination, open day or entry to the school;
- the creation of special early admissions meetings with parents of disabled prospective pupils to discuss any special arrangements required during the admissions process;
- the inclusion of disability awareness within staff training programmes;
- working with the school's medical advisers and educational psychologists to devise a list of common disabilities, identifying in each case the range of potential adjustments required depending upon the severity of the disability. (It is important to emphasise in this case that the school will not be devising rules about which disabilities it will accept and which it will not. It will be anticipating situations it is likely to face and so speeding up its response time when issues arise.)

In making reasonable adjustments, the School is required to provide auxiliary aids and services for disabled pupils. The School will carefully consider any proposals made by parents and will not refuse unreasonable requests for such aids and services.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

## Improving access to the physical environment

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
Short term	<p>1. School is aware of the access needs of disabled children.</p> <p>2. School staff is better aware of access issues.</p> <p>3. All building work has considered accessibility guidance.</p>	<p>a) Create access plans for individual disabled children</p> <p>b) Provide ongoing information and training on disability equality for all staff.</p> <p>c) New developments or building refurbishments consider accessibility.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCO</p> <p>Head/SENCO</p> <p>Bursar/Head of Maintenance and Estates</p>	<p>Individual plans in place for all disabled pupils and all staff are aware of all pupils' with easy access needs.</p> <p>Raised confidence of staff and governors in commitment to meet access needs.</p> <p>On-going improvements in access to all areas when undertaking new, routine and maintenance works.</p>
	<p>4. Improve access to the reception area through the front door.</p>	<p>a) Review small raise on the front door.</p> <p>b) Install Signs indicating alternative routes if necessary</p>	<p>Ongoing</p>	<p>Head of Maintenance and Estates</p>	<p>Disabled parents/carers and visitors have improved access.</p>
	<p>5. Improve signage and external access for visually impaired people</p>	<p>a) Replace external light bulbs immediately when 'blown'</p> <p>b) Review signage to consider sensory needs e.g. colours/styles for signs.</p> <p>c) Alternative routes for Disabled Access</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Head of Maintenance and Estates</p> <p>Marketing – to be considered when updating signage</p>	<p>Visually impaired people feel safe in the grounds.</p>

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
Medium term	1. Redesign the entrance to the staff room for easy access.	a) Install ramp or have a portable ramp in storage for use if required.	Ongoing	Bursar/ Head of Maintenance and Estates	Easy access to staff room for wheelchair users.
	2. Improve accessibility by purchasing portable ramps.	a) Make allowances in the 2022 - 2023 budget.	Ongoing	Bursar	Improving wheelchair access to difficult areas.
	3. Review and replace inadequate lighting in all areas	a) Following the lighting survey, areas have been highlighted for improved lighting but where possible, sensor lighting to be fitted.	Ongoing	Bursar/ Head of Maintenance and Estates	Improved lighting and activation.
	4. The provision of a pool hoist.	a) Budget for hoist each year until required.	As required	Bursar	Consider installing hoist plinth then rent or buy the hoist only when required to reduce lead-time.
	5. Improving accessible toilet facilities on the campus.	a) Each year when refurbishments take place review for improving accessibility and toilet facilities where budget allows.	Ongoing	Governors, Bursar & Head of Maintenance and Estates	Ongoing review to make the campus accessible when projects are being planned.
	6. Designated car space for disabled drivers	a) Designate a car space in an easily accessible area.	(Completed)	Head of Maintenance and Estates	Enabling designated drivers to have clear access close to the school.
	7. Evacuation of disabled person from upper floors of buildings	a) Label classrooms with restricted escape routes. b) Consider methods of escape for disabled users. c) Detailed plans of escape to be available	Ongoing	Bursar	Clear guidance for all staff and service users.
	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>

Long term	1. Ensure all fire escape routes are suitable for all	<p>a) Request advice from Health and Safety Advisers on accessibility of exit routes and fire doors</p> <p>b) Install ramps to make level egress on all fire exits</p> <p>c) Alter the fire doors to make them accessible to disabled people</p>	–Ongoing	Bursar	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.
	2. Redesign the reception security and entry system to make it more accessible and welcoming	<p>a) Carry out access audit on reception area and consult disabled people's organisations, e.g. ESDA.</p> <p>b) Replace entrance gates with automatic gates</p> <p>c) Install door entry system at all access points to make it accessible to hearing impaired, visually impaired and other disabled people.</p>	Ongoing	Bursar	All disabled people able to access reception and enter independently.

### Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
<b>Short Term</b>	1. Continue to increase staff awareness of the needs of pupils with SEND (Special Educational Needs and Disabilities) through appropriate training	a) Organise INSET training on SEND b) Oversee inclusion of examples of appropriate differentiation in departmental schemes of work, taking this training into account	Ongoing	Director of Studies / SENCO	Staff better aware of their legal responsibilities as regards 'reasonable adjustments' to be made both within and outside of classrooms  Schemes of work detail opportunities to differentiate work appropriately for pupils with SEND
	2. To introduce the different sections of the SEND requirements and to understand the need for teaching to be additional to or different from the normal differentiation	a) Introduction of 'Bookmark Memory Joggers' for all staff, separated into year groups in both written and virtual format	Ongoing	Head of Learning Support	Staff better informed for their teaching
	2. Increase use of ICT throughout all departments within the school as a way of delivering the curriculum to all pupils as well as supporting those with SEND	a) Purchase a set of netbooks for use throughout the school by all departments b) Install wireless internet access throughout the school c) Encourage colleagues to seek opportunities for using ICT within lessons	Ongoing	Head of ICT / Deputy Head / Director of Studies	Delivery of curriculum via ICT is better enabled  Pupils working on laptops better supported in all departments

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term	1. Research ways of providing for pupils with SEND not yet encountered by the school, and detail and cost the various levels of additional provision needed	<ul style="list-style-type: none"> <li>a) Maintain a current list of SEND</li> <li>b) Detail provision that might be needed to support pupils appropriately</li> <li>c) Cost provision as a guide for the school and prospective parents</li> </ul>	Ongoing	Head of Learning Support Director of Studies	<p>The school has an informed idea about plans it would action on accepting a pupil with SEND into the school</p> <p>Schools is able to give parents of prospective pupils a clear idea of the cost of providing the support which would enable their child to succeed at Dumpton</p>
	2. Research ways of providing visual curriculum material for pupils with visual impairments	<ul style="list-style-type: none"> <li>a) Research alternative ways of presenting visual material for pupils with visual impairments (Braille, use of ICT, enlarged text)</li> <li>b) Cost each</li> <li>c) Draw up action plan to be used in the event of a pupil with visual impairments joining the school</li> </ul>	Ongoing	Director of Studies	Schools has an informed idea of a number of ways of making material accessible to a pupil with a visual impairment and an action plan for ensuring such a pupil's needs are met on their entry to the school
Long Term	1. Teach touch typing to all pupils within the school	<ul style="list-style-type: none"> <li>a) Research how other prep schools include touch typing within their curriculum</li> <li>b) Reconfigure the curriculum to allow all pupils to be exposed to an intensive course of touch typing</li> <li>c) Investigate ways of ensuring that this skill is used and developed by pupils during their time at Dumpton</li> </ul>	Ongoing	Director of Studies / Deputy Head / Head of ICT	All pupils leave Dumpton with the ability to touch type, a skill that would especially support pupils with SEND
	2. Create a contingency fund to cover the unexpected expenses the school might incur supporting a child with SEND	<ul style="list-style-type: none"> <li>a) As target</li> </ul>	Ongoing	Bursar / Headmaster	School has a contingency fund to cover unforeseen costs (or costs that cannot be reasonably passed on to parents) involved with supporting a pupil with SEND and therefore not included in the costing plan mentioned above

### Improving access to information



	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	1. Review information to parents/carers to ensure it is accessible.	a) Ask parents/carers about access needs when child is admitted to school.  b) Review all letters home to check reading age/Plain English.  c) Explore producing a newsletter in alternative formats e.g. large print, Braille.	Ongoing	Headmaster	All parents getting information in format that they can access e.g. large print, website.
	2. Ensure all staff are aware of guidance on accessible formats.	a) Provide continual guidance to staff on accessible information.	Ongoing	Head of Learning Support	Staff aware of the need to possibly produce routine information to children in more accessible ways.
	3. Inclusive discussion of access to information in all annual reviews.	a) Ask parents/carers and children about access to information and preferred formats in all reviews.	Ongoing	Headmaster	Staff more aware of pupils and parent's preferred methods of communication.
Medium Term	1. Children become more aware of their own learning styles and access needs.	a) Include access to information for all pupils.  b) Encourage pupils to express their access needs and explore learning styles.	September 2021	All teachers	Children able to articulate their access needs and understand their own learning styles.
Long Term	1. To plan study skills evenings for SEND pupils to help them understand revision and study skills.	a) Plan evenings content and delivery b) Source material aids	Ongoing	Head of Learning Support	SEND pupils better prepared for gaining entry into senior schools.

