

# Accessibility Policy and Plan

## Dudley Port School



<b>Reviewed by:</b>	Headteacher	<b>Date:</b> September 2024
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<b>Approved by:</b>	MD Education Services	<b>Date:</b> September 2024
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### 1. Introduction

This policy shows how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students/students with a disability can take full advantage of their education and associated opportunities.

### 2. Aims

To increase and eventually ensure for students/students with a disability that they have:

- total access to our setting's environment, curriculum, and information and
- full participation in the school community.

### 3. Principles

- Compliance with the Equality Act is consistent with our setting's aims and equality policy.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled students less favourably
  - To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability.
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality.

- The setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

#### **4. Increasing Access**

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or educational trips and visits.

#### **5. Improving Access to the Physical Environment**

This includes improvements to the physical environment of the school to access education and the use of physical aids to access education.

#### **6. Improving Access to Written Information**

Ensuring that written information that is normally provided by the school to its students is available and accessible to disabled students. Examples might include handouts, timetables, textbooks, and information about school events.

Improving access to information and written material through provision of assistive technology, accessible signage, and publications

The information should take account of students' disabilities and students' and parents preferred formats and be made available within a reasonable time frame.

#### **7. Financial Planning and Control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

#### **8. Approval**

This policy will be reviewed as a minimum annually by the headteacher. At every review, the policy will be approved by directors.

## Appendix 1: Accessibility plan

School Accessibility Plan						
Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Our curriculum is subject to an ongoing review to ensure that it meets the needs of all our students.	Students make accelerated progress because of targeted help. (Ongoing)	Purchase and training in intervention strategies.	Head teacher	Reviewed annually.	The curriculum is currently reviewed in light of pupil needs and requirements and is fit for purpose to meet these needs
	We use resources tailored to the needs of students who require support to access the curriculum.	Students achieve GCSE, Entry Level and OCN/BTEC qualifications of increasing demand and value. (Ongoing)	OCN/ BTEC training for staff. Teaching space to be developed for the teaching of food technology	Head teacher	Ongoing reviews	As part of the redevelopment of the school site facilities to provide the teaching of practical subjects e.g., food technology will be in place.
	Curriculum progress is tracked for all students, including those with a disability.	Staff are aware of levels of student's learning and their next steps	Regular assessments of pupil needs and levels to ensure that their needs are being met by the curriculum.	Head teacher	Ongoing reviews	Students' progress tracking will show improvement.
	Targets are set effectively and are appropriate for students with additional needs.	Students enjoy and flourish studying practical subjects. (Long term)	Foster a positive relationship with students to gain a greater understanding of the support required to help them achieve.	Head teacher	Ongoing reviews	Students will achieve greater number of qualifications of increasing demand and value.

<p>Access to the physical environment</p>	<p>Classrooms, meeting rooms and staff rooms are accessible to student, staff and visitors who may have mobility issues.</p> <p>Disabled access toilet facilities</p> <p>Ground floor accessible meeting room</p> <p>Ground floor accessible personalised 1 to 1 classroom learning</p>	<p>The school will take account of the needs of learners and visitors with sensory impairments, physical difficulties, and social, emotional, and mental health difficulties, when planning and undertaking future improvements and refurbishments of the premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.</p>	<p>All planned maintenance and new building works will be cross-referenced with the standards for Disability Access Reports in order to identify suggested improvements.</p>	<p>Head teacher</p>	<p>Ongoing reviews</p>	<p>The school provides an environment in which students, staff, and the wider school community, are valued and respected as individuals, regardless of disability (and any other protected characteristics). Students and staff and visitors are able to take part in the usual business of the school. Through meeting and mixing with a wide range of abilities and needs, students learn to accept and see beyond individual differences and to value what each person has to offer.</p>
<p>Access to written information.</p>	<p>Students have access to 1 to 1 support to access learning.</p> <p>SENDCo assessment for additional resources</p> <p>Parents and carers revise personal calls when additional needs are known to the school to explain communication and information sent.</p> <p>Parents are able to choose their</p>	<p>To ensure suitable adaptations in presentation of written information are made to maximise students' access.</p> <p>To ensure that parents/carers and</p>	<p>Use of aids to support specific learning difficulties (reading and writing), including where appropriate, the use of assistive technologies.</p>	<p>Head teacher SENDCo</p>	<p>Annual policy review</p>	<p>All students are able to access the wider curriculum through the provision of specific and appropriate resources, adaptations and technology.</p> <p>The wider school community can easily access and understand written information' publications and communication from the school.</p>

	<p>preferred method of communication according to any specific need, i.e., face to face meetings at school or via MS Teams, via text or email, or by telephone</p>	<p>visitor are able to access written information about the school and to access information sent out by the school</p>	<p>For all school communications, identify the main messages to be communicated.</p> <p>Remove information that doesn't help to explain the key points.</p> <p>If necessary, re-write the main messages in simple English and consider publishing an accessible version.</p> <p>Remove or explain jargon and acronyms.</p> <p>Should it necessary, ensure that key information can be communicated by telephone and where necessary using a translator.</p>			
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