

The Charter School North Dulwich Accessibility Plan

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Effective date	October 2021

The Charter School Vision

All students will develop the knowledge, skills and character so that they can be happy in life, and be successful in higher education or the inspiring career pathway of their choice.

Aims of the accessibility plan

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to outline how The Charter School North Dulwich aims to improve access to education for pupils with disabilities as required by the above act.

Definition of disability (Equality Act 2010)

“A person has a disability if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities”

The plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to pupils with disabilities. The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils.

In the preparation of an accessibility strategy, the school must have regard to the need to allocate adequate resources in the implementation of this strategy.

The school also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed, and revised in consultation with:

- Pupils
- Parents.
- The headteacher and other relevant members of staff.
- Governors.
- The Charter Schools Education Trust wider team and stakeholders
- External Partners

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed if the school undergoes a refurbishment.

The accessibility audit

1.1. Senior leaders and the LGB will undertake a regular Accessibility Audit.

1.2. The audit will cover the following three areas:

- **Access to the curriculum** – senior leaders and the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – senior leaders and the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – senior leaders and the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, senior leaders and the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

The accessibility protocol and plan should be read in conjunction with other policies, including:

Access to the Curriculum				
Existing good Practice to build upon:				
The Charter School North Dulwich offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully where possible.				
Target	Who	Timescale	Outcomes / Success Criteria	Complete? First Review July 2022
To provide training for teachers on differentiating the curriculum through intent and implementation to meet the needs of all students	AHT Curriculum/ AHT Teaching and Learning/SENCO/Subject Leaders	On Going	Development of differentiated curriculum, evidence of success can for use e.g dyslexia friendly resources, autism friendly resources and resources for visually impaired pupils, clear chunking, modelling and scaffolding in the implementation of the curriculum	In line with current pupils' needs
Intervention training for support staff	SENCO	On going – whichever comes first	Support staff able to work with increased knowledge and provide appropriate resources for pupils as identified in modular pupil progress meetings and SEND provision reviews	In line with current needs

Termly learning support meetings to take place to assess and address pupil needs. Training for teachers on differentiating the curriculum for disabled children as required.	SENCO Head of school AHT CPD and Evaluation	Via annual EHCP reviews On going	Pupil needs reviewed and being addressed.	In line with pupils personal plans
			Teachers can more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. For instance the Deaf Awareness training and how to support these students	In line with current needs
Staff trained to meet individual medical needs of pupils where applicable.	Head of School Director of Operations	On going	Staff completed training for specific needs.	Epi pen training and diabetes awareness training for relevant staff in line with pupil needs. Specific medical training and support in place for supporting current pupil with complex medical needs

Physical Accessibility to the building

Existing good practice to build upon: there is significant accessible access to main buildings and halls due to new ramps and the school is a mix of new build and refurbishment- the new build elements are physically accessible and there is a lift.

Ensure each area of the school has wheelchair access and egress.	Head of School/Director of Operations	See premises plan	The environment is adapted to the needs of pupils and the school can offer a wider range of places via its SEND local offer.	Meeting current pupil needs
Ensure all areas of the school have an enabled access toilet that meets the current needs of the students	Head of School/Director of Operations	See premises plan	A disabled access toilet available in building with changing facilities.	Enabling toilets already in use
Classrooms are accessible to all students through appropriate adaptation	Head of School/Director of Operations/SENCO	See premises plan – July 2022	Different height desks in appropriate science/DT/Food technology rooms	Science is met as appropriate for the students with access needs. DT and Food Tech need to be reviewed

Installation of a charging points around the school to ensure radio aids are constantly read for use.	Senco/HLTA Hearing Impaired	Ad hoc	Consistent charging points around the school with clear systems to ensure all hearing-impaired students have the ability to access lessons.	Meeting current pupil needs
Monitoring and servicing of current lifts with planning for replacement of existing A-block lift to support wheelchair access and those students with a physical disability	Head of School/Director of Operations	See premises plan	Newly installed lift with high levels of reliability.	Meeting current pupil needs with planning for the future
Access to information Existing Good Practice to build upon: Staff are welcoming and happy to invite parents and visitors into school in relation to SEND. The front office is physically accessible and well used by parents for information access.				
The school makes itself aware of the services available through external agencies for converting written information into alternative formats	SENCO	Ongoing to meet need	Pupils and parents have access to curriculum information and all other school information in a format that meets their needs	Meeting current needs
Improve the delivery of written information to pupils in the classroom via use of Microsoft immersive reader or similar and reducing the cognitive load	SENCO	Ongoing	All teachers trained on the visual cues and distractions in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Ongoing need to refresh training consistently
Improve communication at the front door and office to support understanding of different needs	Head of school and SENCO	July 2022	A selection of pamphlets which are available at the front desk to direct parents and visitors to local support networks e'g' Autism society	
Ensuring recruitment is accessible to all those qualified including those with disabilities	Director of operations	Ongoing	Develop adverts to ensure visibility of accessibility and encourage application from those with disabilities	

Accessibility Plan— checklist
2019 - 2022

Statement			
Key personnel/groups consulted about accessibility issues	Pupils with SEND needs/EHC plans, parents of pupils with access difficulties, staff, governors		
Actions approved by governing body on	Annually		
Review date	Annually		
How well does the school deliver the curriculum to all pupils?			
Question	Yes	No	Action required
Do teachers and teaching assistants have the necessary training to teach and support disabled pupils?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Are classrooms optimally organised for disabled pupils?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Do lessons provide opportunities for all pupils to achieve?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Are all pupils encouraged to take part in music, drama, and physical activities?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Do staff recognise and plan for the additional time and effort needed by some disabled pupils?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Do staff plan for the additional time required by some disabled pupils to use equipment?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Are disabled pupils who cannot participate in particular activities given alternative experiences?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	Additional numbers of pupils have temporary physical limb injuries; alternatives provided
Has ICT equipment been fitted with additional software/hardware to allow access for disabled pupils?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Are school visits accessible to all pupils?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	Access is checked when needed for individuals – eg, ramped transport, access at venue

Do staff have high expectations for all pupils?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Do all staff strive to remove barriers to learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

and participation?	<input type="checkbox"/>	<input type="checkbox"/>	
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Is the school designed to meet the needs of all pupils?
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Question	Yes	No	Action required
Does the layout of all areas allow access for pupils in:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• academic areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• sporting areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• social areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
• play areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Can pupils who use wheelchairs move freely around the school?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Are toilet facilities sufficiently large to accommodate a hoist and changing bed if needed?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Enabling toilets on each floor designed to be wheelchair/mobility aid accessible, some would accommodate hoists; unlikely to be able to accommodate changing bed, but need has not arisen in 13 years. Would re-visit if need became known to us
Are showers available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Are pathways around the school safe and well signed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Are parking arrangements appropriate and safe?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Are emergency and evacuation systems appropriate for all pupils?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	Designated refuge areas on each floor of Block A in which to await chair evac for non-mobile pupils/staff/visitors
Are alarms accessible to all pupils (ie via flashing lights as well as sirens)?	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	No visually impaired pupils or staff currently. Would re-visit if need became known to us
Are signs suitable for those with sensory impairment (ie using Braille, tactile surfaces, or audio)?	<input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	No visually impaired pupils or staff currently. Would re-visit if need became known to us. No audio signage necessary
Are signs clear and simple?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Does school décor provide appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Are all areas well lit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	<input type="checkbox"/>	<input type="checkbox"/>	
Are steps taken to reduce background noise for hearing-impaired pupils?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Is furniture and equipment selected, adjusted and located appropriately?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	No current wheelchair/walking-frame users, but make height-adjustable tables available as need arises
How well does the school deliver materials in accessible formats?			
Question	Yes	No	Action required
Are staff familiar with the technology and practices to assist pupils, parents and carers with disabilities?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	
Does all written communication follow an agreed house style using an appropriate font and size?	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	Font and paper/background colour additionally adjusted to address specific known needs

Does the school liaise with support services and other agencies to provide accessible information for pupils, parents and carers?	x <input type="checkbox"/>	<input type="checkbox"/>	
Does the school ensure that information is presented in lessons and at parents' meetings in a user-friendly way?	x <input type="checkbox"/>	<input type="checkbox"/>	