

Accessibility Policy

The Davenport School



Contents

1. Aims	3
2. Action Plan.....	4
3. Monitoring Arrangements.....	7
4. Links With other Policies.....	7
5. Appendix 1: Accessibility Audit	8

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Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan, the purpose of the plan is to;

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect, this involves providing access and opportunities for all pupils without discrimination of any kind.

The Davenport School offers and provides an education to children who are looked after or have specific educational needs that cannot be met within a mainstream environment. The school is independently run and offers a small nurturing setting with a high level of Teacher / LSA support. The children who attend have Social Emotional Mental Health needs and can present as challenging and vulnerable, any admission of a pupil with physical disabilities would have to be carefully considered to ensure that we are able to provide a safe environment.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan, if you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The plan will be made available on the school website, and paper copies are available upon request.

2. Action Plan

This Action Plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to Complete Actions	Success Criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>The Davenport School offers a curriculum that is flexible, differentiated and designed to meet a range of different learning difficulties.</p>	<p>Assess and review the educational needs of the pupils in the school, to ensure that all children are able to access the curriculum. To differentiate the curriculum to ensure that the pupils experience a meaningful education making progress. Ensure that learning aids and supports are provided for the children, this will be discussed and identified within the PEP and EHCP.</p>	<p>To ensure that there is a reviewing and monitoring of the curriculum delivery and differentiation according to the pupils attending the school and on roll. Assessment of learning supports/aid and support materials and sourcing adaptations as required. Review within the PEP and EHCP process.</p>	<p>Teacher in Charge SENCO</p>	<p>Ongoing</p>	<p>Children with disability able to access curriculum with good effective resources provided.</p>
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>At the current time we do not have any students with the physical disabilities, this is due to the admission process to the residential homes and foster placements which are geared primarily to providing emotional and behavioural needs of children. If a child was admitted who had a physical disability. There would be an assessment of need undertaken and adaption made as necessary to ensure</p>	<p>To ensure that a child with physical disabilities is assessed prior to admission, to ensure that the pupil is able to access the physical environment safely and that the school is able to provide a curriculum that has appropriated adaption.</p>	<p>Thorough assessment of children with physical disability through external agencies and amendments made as necessary. Curriculum to be reviewed and</p>	<p>Teacher in Charge SENCO</p>	<p>Ongoing</p>	<p>Children with disability able to access curriculum with good effective resources provided.</p>

	that the pupil was able to access the school building and curriculum.		adapted to meet the needs.			
Increase access to the curriculum for pupils with a disability.	All student progress is monitored and tracked, interventions and resources are planned and organised around the SEND needs of the pupils and is carefully monitored over time and discussion with school staff, SENCO and the LA and Virtual School of the Local Authority.	To ensure that the learning needs and physical disability are discussed and reviewed within the EHCP and PEP process.	Ongoing monitoring.	Teacher in Charge SENCO	Ongoing	Children with disability able to access curriculum with good effective resources provided.
Increase access to the curriculum for pupils with a disability.	When target setting the learning needs of pupils are considered and planned for at student focus meetings, the setting of targets will consider learning aids to enable the child to access the curriculum and achieve the target.	To ensure that all needs are identified and considered within the school, that appropriate resources and materials are made available.	Review or resources and ensure that they are effective in meeting the identified needs.	Teacher in Charge SENCO	Ongoing	Children with disability able to access curriculum with good effective resources provided.
Increase access to the curriculum for pupils with a disability.	The curriculum is reviewed several times a year to ensure that we are meeting the learning needs of the students and to include resources, and interventions into the school action plans.	To ensure that the children are able to access the sports centres safely within the school day.	Review and action planning.	Teacher in Charge SENCO	Ongoing	Children with disability able to access curriculum with good effective resources provided.

<p>Improve and maintain access to the physical environment</p>	<p>The school has a step free access with a ramp to the main entrance, the doors are wheelchair accessible. The school classroom, pupil toilets, dining hall and meeting rooms can be accessed as they are all on one level. There is a small single step to the kitchen, medical room, main office and toilet areas. A portable ramp is available to ensure wheelchair access. The disabled toilet has a pull cord facility and support bard, if there is a staff member that has additional needs then the building may be further adapted if necessary to enable them to undertake their role. Disabled visitors to the school have their own allocated parking space and able to access the building.</p>	<p>To undertake regular checks to ensure the building is disabled accessible and that the corridors/walkways are clear.</p>	<p>Ongoing monitoring of the school premises.</p>	<p>Teacher in Charge</p>	<p>Ongoing</p>	<p>Building accessible.</p>
<p>Improve the delivery of information to pupils with a disability.</p>	<p>Our school used a range of communication methods to ensure information is accessible. The school will adapt communication dependent on the nature of the pupil disability. The school will supply overlay for visual impairment, children with gross motor impairment. Children with gross motor impairment will be provided with special grips to ease the recording. There is a range of task boards with visual timetables in each classroom. Pupils who have a hearing noise sensitive disability have been provided with noise cancelling headphones.</p>	<p>To ensure that the communication is reviewed and specific to each child with a disability.</p>	<p>Supply specific aids as required.</p> <p>Regular review in line with the EHCP and PEP.</p>	<p>Teacher in Charge</p> <p>SENCO</p>	<p>Ongoing</p>	<p>Children with disability able to access curriculum with good effective resources provided.</p>

3. Monitoring Arrangements

This document will be reviewed every **three (3)** years, this may be reviewed and updated more frequently if necessary.

It will be approved by the Teacher in Charge and Proprietor.

4. Links With other Policies

The Accessibility Plan is linked to the following policies and documents;

- [Health and Safety Policy.](#)
- [Special Educational Needs and Disability Policy. \(SEND\)](#)
- [Supporting Pupils with Medical Conditions Policy.](#)

5. Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person Responsible	Date to Complete Actions By
Number of Storeys	All school on one floor, two singular steps one into the kitchen and one out of one of the exits from the meeting room.	Ramps to be provided in the case of a child with physical disability attending school.	Teacher in Charge	As Required
Corridor Access	Corridor accessible.			
Parking Bays	Car Park is small but functional. Disabled space is situated in car park			
Entrances	Main entrance one wide door, all doors in the school are wheelchair accessible.			
Ramps	Graduated ramp to the main entrance.	Additional ramp to be sourced for the school hall in the event of a physically disabled child on roll.	Teacher in Charge	As Required
Toilets	Toilets fitted with wide door, disabled toilets have support bars and alarm.	Ensure that the support is checked weekly that it is functioning.		
Reception Area	Small but accessible.			
Internal Signage	Signage in the school is appropriate	Weekly checks to ensure that the signage is appropriate	Teacher in Charge	On-going
Emergency Escape Routes	All routes clear and accessible, weekly checks undertaken.	Weekly checks to continue.	Teacher in Charge Head of Health and Safety	Ongoing