



DANESHILL SCHOOL

ACCESSIBILITY PLAN 2022-2025

This policy applies to all parts of Daneshill School including the Early Years Foundation Stage.

**Updated: Nov 2022
Review: Sept 2025**

INTRODUCTION

The Equality Act 2010 has simplified and strengthened discrimination law. Under the legislation the Governors continue to have responsibility for accessibility planning for disabled pupils.

The plan sets out proposals for the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act. These are:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary.

Within the Act, the term ‘disability’ is defined as:

‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities.’

OUR ETHOS

Daneshill School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria, which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school.

CONTEXT

As of Wed 9th November the following information is correct for Daneshill School. We have two children with Education, Health and Care Plans. There are 35 children on the SEN register and an additional 30 being monitored. 37 children have English as Additional Language (EAL). Pupils with individual education plans are monitored twice yearly in the Prep school, twice yearly in the Pre-Prep and three times per year in the E.Y.F.S. to assess progress relating to their Individual Education Plan (IEP) targets.

We have no pupils with medical disabilities.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Daneshill School. We do not, however, currently have any staff with medical disabilities.

At Daneshill School we have a review committee which consists of the Head, the Bursar, Deputy

Head, Learning Support Coordinator and the Groundsman and may recruit additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

- To review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- To make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- To prepare the school's disability inclusion, SEN and learning support policy
- To prepare the school's accessibility plan
- To review such plans and policies as necessary and at least on an annual basis

ACTION PLAN

The following has been carefully considered by the school's disability policy review committee and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

We frequently review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. This review takes into account the limitations that the main school building poses and how realistic accessibility is to the first floor.

Recent adaptations to the school include:

- The new building "Copenhagen" is fully accessible for all, including a lift to the upper level, providing:
 - 6 new spacious classrooms
 - a dining room all on one level with sound absorption panels
 - additional accessible changing rooms for girls and boys
 - 10 girls toilets, 10 boys toilets & 2 disabled toilets
- A full class set of Surface Gos has been purchased, meaning full access to ICT in any classroom, due to their portable nature
- All teaching staff have been provided with laptops
- The learning support department has increased its staff members, creating 50% more learning support lessons than 4 years ago.
- A Wellbeing centre has been created with ELSA provision
- An outdoor classroom has been built, adding alternative ways of learning, as well as easier access to woodland learning

- An all weather pitch has been built, which is wheelchair accessible and provides a safe surface for all weather.

Working closely with the relevant IEPs, staff are able to provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials and PSHE.

The results of Daneshill's review and continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

Objective	ISI Standard To Be Met	Action Required	Lead	Resources Required	Outcome	Target Completion Date (short/medium or long-term)
Improve range of skills and experience available within school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties	98 (a)	INSET training for all teaching staff	LSCO	N/A	Staff who are secure in their diagnoses of learning difficulties and abilities. This will yet further enable staff to develop and advise upon teaching strategies to enable pupils to access more of the curriculum	Ongoing
Greater awareness of, and confidence in, dealing with pupils with learning needs and difficulties, and SEN amongst teachers	98 (a)	Rolling programme of INSET training for staff on differentiation of the curriculum and appraisals	DOS& LSCO	N/A	More highly trained staff in this area. All departments to show how differentiation is built into each of the schemes of work. Learning support department to work closely with HoDs and teachers to ensure all lessons are accessible to all pupils	Ongoing
Consider alternative methods of delivering	98 (b)	Undertake complete review of	HM, Goves, Head of IT, SENCO & Bursar	N/A	Increased efficiency in the delivery of	Sept 2023

curriculum more suitable to diverse abilities		technology and IT			information to all pupils	
Improving access, entry and exit to the school	98 (c)	Continue to consider disabled access to the school site as capital	Bursar	Yes – New aluminium ramps c.£354.00, Second hand	Making the main school accessible to all pupils	Ongoing
Improve paths between school site for wheelchair access	98 (c)		Bursar		New classroom block to be easily accessible	Sept 2023
Set ambitious targets for accessibility wrt all phases of the Daneshill Capital Development Plan	98(c)	Monitoring and communication with architects, contractors and structural engineers	Bursar, Governors, Headmaster		New buildings and modifications to give due consideration to access arrangements including looking for opportunities to improve the current site as capital developments progress	Ongoing

All of the above is in the context of a major capital development plan which is already in progress. This major reorganisation and enhancement of the school site will allow access arrangements to be drastically improved, not only because of the new builds' compliance with modern building regulations, but also the redeployment of existing heritage buildings towards less access-sensitive use.