

## ACCESSIBILITY PLAN

Completed by Rebecca Pine, Headteacher, September 2024

1. This Accessibility Plan has been drawn up in consultation with the Headteacher and school staff and covers the period from August 2024 – July 2025.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Selwyn Hall School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors (when in place) in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with all other Selwyn Hall School policies which may include the following:
  - Curriculum
  - Equal Opportunities and Diversity
  - Staff Development
  - Health & Safety (including off-site safety)

## Selwyn Hall School Accessibility Plan



- Inclusion
  - Special Needs
  - Behaviour Management
  - School Improvement Plan
  - Asset Management Plan
  - School Brochure and Mission Statement
  - Teaching and Learning File
8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Health and Safety Officer. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all directors' meetings will contain an item on "having regard to matters relating to Access".
10. The School website will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. Information about our Accessibility Plan will be published in the Head teachers Annual Report to Parents (statutory).
13. The Plan will be monitored through the Curriculum and the Premises meetings.
14. The Plan will be monitored by Ofsted as part of their inspection cycle.

Further guidance on the scheme is available on the DRC website: [www.drc-gb.org/businessandservices/disabilityequalityduty.asp](http://www.drc-gb.org/businessandservices/disabilityequalityduty.asp)

## Selwyn Hall School Accessibility Plan



### Improving the Physical Access at Selwyn Hall School

Action Plan Ref.	Item	Activity	Timescale
1	Accessible car parking Disabled parking space marked with signage	Bays to be repainted and marked clearly for all visitors and staff	As soon as possible
2	Accessible toilet	An accessible toilet is located on the ground floor at reception	Achieved
3	Light switches, power outlets and emergency alarm buttons All light switches and emergency alarm cords accessible by wheelchair users.	Accessible toilet alarm needs replacing. Light switches are accessible by wheelchair users.	As soon as possible
4	Wheelchair accessible classrooms, vocational unit and meeting area All classrooms downstairs, including all new areas, are all accessible by wheelchair. Meeting area available in wheelchair friendly area of school	Some upstairs classrooms are not accessible by wheelchair- a timetable would have to be agreed to ensure this had not detrimental effect on pupils who may use a wheelchair	As soon as possible Partially achieved
5	Classrooms	All downstairs rooms are accessible but due to structure and age of the building there are some first floor rooms that would not be easily accessible.	Ongoing

## Selwyn Hall School Accessibility Plan



### Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	CPD Cycle  Autumn Term Performance Management interview	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	CPD Cycle  Autumn Term Performance Management interview	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Continuing	
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils		
Training for Awareness Raising of Disability Issues  Equality and Diversity Training to be attended by all staff	Provide training for staff, pupils and parents  Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	CPD Cycle Autumn Term Performance Management interview	

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**Improving the Delivery of Written Information**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	Take LEA advice from each LEA we have a partnership with about converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	As soon as possible	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	As soon as possible	
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials as required.	All school information available for all	Ongoing	
Ensure toilets have picture symbols for gender for students with dylexia	Purchase signs	Increased understanding for all students	As soon as possible	