

## Accessibility Strategy Action Plan 2018-2021

### Vision

Deer Park School promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the school's accessibility strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the SEN and Equalities act 2010 and in particular the main duties:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

The accessibility strategy outlines the steps the school is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- Ensuring that the rights of pupils with disabilities are upheld
- Supporting the aims and aspirations of pupils with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenge negative perceptions
- Developing a culture of awareness, acceptance and inclusion

It is recognised that many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information follow this link:

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

## Consultation, Implementation and Review

The accessibility action plan has been produced by Deer Park School in consultation with parents, young people and children and specialist advisors. The action plan sets out how we plan to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils and their families

The accessibility plan also agrees arrangements for review and reporting against the agreed objectives which will be specific and measurable.

---

People who have contributed to this plan

Name	Role
Alex Lee	Headteacher
James Boyle	Chair of the Local Advisory Board
Natalia Levene	SENDCO

Deer Park School is currently located in temporary accommodation in the car park of Richmond Adult Community College. This plan covers the period 1<sup>st</sup> September 2018 to 31<sup>st</sup> August 2021. This plan is subject to change when

£	£0-£100
££	£100-£300
£££	£300+

**1. Accessibility Strategy Action Plan – Environment. Improvements to the physical environment:** This covers improvements to the physical environment of the school including the playground and physical aids to access education.

Priority	Strategies	Responsible Person	Timescale	Cost	Outcome	Sign-off
1.1	Where possible, to provide wheelchair access to all ground floor teaching accommodation  Install two new classrooms with full ramp access from playground.  Install two new disabled access toilets	EFSA	September 2018	£££	Completed September 2017	AC
			September 2018	£££	Completed	AC
			September 2018	£££	Completed	AC
1.2	Improve accessibility, efficient routes and safety to the extended playground  Ramp curb lip in playground area. Widen outside route to side playground area.	EFSA  EFSA	September 2018	£££	Completed	AC
			September 2018	£££	Completed	AC
1.3	To provide an adjustable table and chair for pupils with physical disability, as required.	Headteacher	As needed – Sept 2020	££	Completed	AL

## 2. Accessibility Strategy Action Plan - Curriculum

### Increasing access to the curriculum

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 or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

	Priority	Strategies	Responsible Person	Timescale	Cost	Outcome	Sign-off
2.1	Ensure prevention of bullying related to SEND pupils in Deer Park school	Establish a means of recording bullying incidents relating to SEND in schools. Monitor bullying reports.	Headteacher/SENCO	December 2018	££	Clear reporting system in place to identify incidents and trends.  School will have a clear anti-bullying policy and practices that include and are responsive to SEND issues.	AC
		All staff will be encouraged to complete the Anti-Bullying Alliance's free online training modules relating to SEND, available at this web address: <a href="http://www.anti-bullyingalliance.org.uk/onlinetraining">http://www.anti-bullyingalliance.org.uk/onlinetraining</a>	SENCO	July 2019	£		JT
		The school will review its anti-bullying policy and procedures in order to include SEND issues.	SENCO/HT/Trust	Jan 2020	£		AL
2.2	To facilitate greater use of any appropriate Technology as an aid to learning.	<ul style="list-style-type: none"> <li>• Clicker and Nessy software to support dyslexia provision</li> <li>• Teaching EAL</li> <li>• Using Mind Mapping software</li> </ul>	SENDCo	December 2020	££		NL

	<ul style="list-style-type: none"> <li>• Pictures and diagrams to back up what had been said – for visual learners; number lines; mindmaps etc.</li> <li>• Allowing students to use technology to help students with handwriting difficulties/ organisation difficulties</li> <li>• Communication in print</li> </ul>					
--	---	--	--	--	--	--

### 3. Accessibility Strategy Action Plan - Information

#### Ensuring the availability of information to disabled pupils and their families

This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority.

	Priority	Strategies	Responsible Person	Timescale	Cost	Outcome	Sign-off
3.1	Families to have easy access to clear information regarding the support available for the children with SEN and disability in each local school.	<p>School to publish an SEN information report that is clear and answers key questions that parents might have. Reviewed annually. Published on school website and available in other accessible formats on request.</p> <p>Edukey utilised to ensure clear and consistent provision for SEND, and recording processes.</p> <p>Ensure that any communication intended for a wide audience is written in plain English</p>	SENDCO/SLT	Jan 2020	££	SEND Information report is written and published on the school website with links to the Local Offer.	AL

		following guidance: <a href="http://www.plainenglish.co.uk/free-guides.html">http://www.plainenglish.co.uk/free-guides.html</a>					
<b>3.2</b>	Chn at SEN support and with EHCPs have a voice and a way of communicating their views, wishes and aspirations in an empowering, accessible and creative way	Person centred annual reviews and regular review meetings throughout the school year  Represented on the school council	SENDCO/SLT	Ongoing	<b>£££</b>		
<b>3.3</b>	To raise awareness of how information for effective learning is presented to pupils in handouts, worksheets, textbooks.	Class teacher responsibility; regular monitoring by AHT.  Audits of worksheets, handouts, textbooks.  Purchase of alternative texts as required.	SENDCo, Deputy SENDCo	Ongoing	<b>££</b>		