



Dair House School Accessibility Policy



Monitoring: Head/Bursar Updated: November 2018 Review: August 2019

Introduction

One of the main Dair House School aims is to provide the opportunity for every pupil to achieve their full potential and to develop their confidence and self-esteem.

We hope every pupil is happy coming to Dair House School and enjoys learning.

We seek to ensure that everyone in school is included and we promote an ethos of care and trust where each pupil and adult feels that they truly belong and are valued.

We recognise learning in all its forms and are committed to nurturing lifelong learners.

Requirements

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s equal opportunity obligations.

For the purposes of this plan ‘disabled pupils’ refers not only to those with physical disabilities, but includes those with health issues, including mental health, or learning disabilities.

Objectives

Dair House School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The School recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Dair House School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Physical environment - 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.
- Curriculum - Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum. The term "curriculum" covers not only teaching and learning but the wider curriculum of the school such as participation in after-school clubs, leisure, sporting and cultural activities or school visits;
- Written information - Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled i.e. timetables, text books, assessment papers;

Access Audit and compilation of plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the School.

The Bursar and the Headmaster in conjunction with other staff at Dair House School including the Head of Learning Support undertake an Access Audit and add this to the Accessibility Plan and the School Development Plan.

Review

The Accessibility Plan is reviewed annually along with the School Development Plan and as when necessary.

The Accessibility Plan
(From: 1st September 2018 To: 31st August 2019)

1. Improving physical access

Item	Recommendation	Timescale	Cost	Comment
Car park	Ensure there is a dropped curb near the disabled parking bay to improve access for wheel chairs.	Long Term	Est £500	Short term – wheelchair access is available from the car park, by the side entrance and in by either the main school entrance or through the garden gate and via the main hall at the rear. This gives flat surface access to all ground floor areas.
Ground floor entrance and exit points	To evaluate replacing steps with slope access in the following places: <ul style="list-style-type: none"> • The music room • The Reception class room • The Year 2 class room • The Key Stage 1 entrance • The Key Stage 2 entrance • The LRC • The Nursery corridor 	Short term if needed	£100-150 each	All exits mentioned have a small step. Short term, this could be overcome by the purchase of one (or more) metal access ramps that can be folded away when not in use.
		Long Term if needed	TBC	Long term consideration to permanent ramps
Door release buttons	To evaluate the creation of wheelchair height door release buttons downstairs.	Long Term if needed	TBC	Maybe substituted for swipe card entry system – if so, entry points to be located at wheelchair accessible height.
Disabled toilet	To keep the disabled toilet clear of other furniture/items.	Done	None	Ongoing to keep clear

2. Improving teaching and learning provision

Item	Recommendation	Timescale	Cost	Comment
Hearing loops	To evaluate the use of hearing loops in class rooms.	Long term and only if needed	TBC	No decision yet.
To purchase learning aids.	<ul style="list-style-type: none"> ipads 	Long Term if needed	£295 each	Not yet completed. In the short term the Music Department ipads could be used.
To provide extra for assessments for SEND children.	To ensure each child who needs extra time or different conditions has that opportunity.	Ongoing	Separate annual SEN budget agreed or charged to parent.	Therapists and or consultants appointed as required.
To provide more sensory stimulus items for play times.	To ensure children will have a wide variety of items to find interesting and appropriate.	Ongoing	Unsure	To be provided to specific pupils if felt appropriate.

3. Improving written information

Item	Recommendation	Timescale	Cost	Comment
To consider different text books.	To help children with reading difficulties.	Ongoing	Unsure	Not yet considered.
To audit the Dair House School website with consideration of parents with English as second language.	To consider use of different languages.	May 2019	Minimal	Not yet fully discussed.
To provide written material in alternative formats when specifically requested.	To help parents with English as an additional language	May 2019	Minimal	Not yet fully discussed.