

The Charter School East Dulwich Accessibility Plan

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The Charter School East Dulwich Mission

The Charter School East Dulwich exists to inspire young people from across its diverse local community to develop the character and expertise they need to succeed in adult life - personally, economically and in good citizens. We teach our students to be curious, creative, courageous and caring. They will leave us happy in themselves, excited about their future and ambitious to achieve.

Aims of the accessibility plan

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to outline how The Charter School East Dulwich aims to improve access to education for pupils with disabilities as required by the above act.

Definition of disability (Equality Act 2010)

“A person has a disability if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities”

The plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to pupils with disabilities. The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils.

In the preparation of an accessibility strategy, the school must have regard to the need to allocate adequate resources in the implementation of this strategy.

The school also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed, and revised in consultation with:

- Pupils
- Parents.
- The headteacher and other relevant members of staff.
- Governors.
- The Charter Schools Education Trust wider team and stakeholders
- External Partners

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed if the school undergoes a refurbishment.

The accessibility audit

1.1. Senior leaders and the LGB will undertake a regular Accessibility Audit.

1.2. The audit will cover the following three areas:

- **Access to the curriculum** – senior leaders and the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – senior leaders and the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – senior leaders and the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, senior leaders and the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

Access to the Curriculum

Existing good Practice to build upon:

The Charter School East Dulwich offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully where possible.

Target	Who	Timescale	Outcomes / Success Criteria	Complete? First Review July 2022
To provide training for teachers on differentiating the curriculum through intent, implementation and Active Seating Plans to meet the needs of all students	AHT Inclusive Teaching /AHT SENCO/Subject Leaders	On Going	Development of differentiated curriculum, e.g dyslexia friendly resources, autism friendly resources and resources for visually impaired pupils, clear chunking, modelling and scaffolding in the implementation of the curriculum	In line with current pupils' needs
Intervention training for support staff	AHT SENCO	On going	Support staff able to work with increased knowledge and provide appropriate resources for pupils as identified in modular pupil progress meetings and SEND provision reviews	In line with current needs
Regular learning support meetings to take place to assess and address pupil needs.	SENCO Head of school AHT Inclusive Teaching	Via annual EHCP reviews On going	Pupil needs reviewed and being addressed.	In line with pupils personal plans
Training for teachers on differentiating the curriculum for disabled children as required.			Teachers can more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. For instance, the Deaf Awareness training and how to support these students	In line with current needs
Staff trained to meet individual medical needs of pupils where applicable.	Head of School School Business Manager	On going	Staff completed training for specific needs.	Epi pen training and diabetes awareness training for relevant staff in line with pupil needs. Specific medical training and support in place for supporting current pupil with complex medical needs

Physical Accessibility to the building

Existing good practice to build upon: there is significant accessible access to main buildings and halls due to new ramps and the school is a mix of new build and refurbishment- the new build elements are physically accessible and there is a lift.

Ensure each area of the school has wheelchair access and egress.	Head of School/Business Manager	See premises plan	The environment is adapted to the needs of pupils and the school can offer a wider range of places via its SEND local offer.	Meeting current pupil needs
Ensure all areas of the school have an enabled access toilet that meets the current needs of the students	Head of School/Business Manager	See premises plan	A disabled access toilet available in all buildings in the new buildings phase 2	Suitable toilets already in use in current blocks
Classrooms are accessible to all students through appropriate adaptation	Head of School/Business Manager /AHT SENCO	See premises plan	Different height desks in appropriate science/DT/Food technology rooms	Science is met as appropriate for the students with access needs. DT and Food Tech need to be reviewed
Installation of a charging points around the school to ensure radio aids are constantly read for use.	AHT SENCO/HLTA Hearing Impaired	Ad hoc	Consistent charging points around the school with clear systems to ensure all hearing impaired students have the ability to access lessons.	Meeting current pupil needs
Monitoring and servicing of current lifts to support wheelchair access and those students with a physical disability	Head of School/Business Manager	See premises plan	Newly installed lift with high levels of reliability in Phase 2 build	Meeting current pupil needs with planning for the future
Improve access between main teaching block and sports block for wheelchair due to building works – new pathway and surface needs adding	Head of School/Business Manager	See premises plan	Wheelchair accessible pathway between main teaching block and sports block	No current wheelchair users - Meeting current pupil needs with planning for the future
Ensure all areas of the Phase 2 build and landscaping are accessible and adapted appropriately for physical accessibility.	Head of School/Business Manager	See premises plan	Phase 2 build meets needs of pupils.	Meeting current pupil needs with planning for the future
Ensure classrooms, learning spaces and corridors provide appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy?	Head of School/Business Manager	See premises plan	Corridors are designed and decorated to support student learning, accessibility and harmony for all pupils and those with specific need,	Classrooms are appropriate but corridors need work as a new build and blank canvas.

Access to information

Existing Good Practice to build upon: Staff are welcoming and happy to invite parents and visitors into school in relation to SEND. The front office is physically accessible and well used by parents for information access.

The school makes itself aware of the services available through external agencies for converting written information into alternative formats	SENCO	Ongoing to meet need	Pupils and parents have access to curriculum information and all other school information in a format that meets their needs	Meeting current needs
Ensure the school website provides up to date information and support links for students, staff and families	AHT SENCO	July 2022	Pupils, staff and parents have access to curriculum information and all other school information around SEND in an easy online format	Needs developing in line with whole school website update.
Improve the delivery of written information to pupils in the classroom via use of Google reader or similar and reducing the cognitive load	SENCO	Ongoing	All teachers trained on the visual cues and distractions in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Ongoing need to refresh training consistently
Improve communication at reception and around the school to support understanding of different needs	Head of school and SENCO	July 2022	A selection of pamphlets which are available at the front desk to direct parents and visitors to local support networks 'g' Autism society	
Ensuring recruitment is accessible to all those qualified including those with disabilities	School Business Manager	Ongoing	Develop adverts to ensure visibility of accessibility and encourage application from those with disabilities. Advertise in places and on networks that help address barriers for recruitment	

Accessibility Plan Check list 2019-22

Statement			
Key personnel/groups consulted about accessibility issues	Pupils with SEND needs/EHC plans, parents of pupils with access difficulties, staff, governors		
Actions approved by governing body on	Annually		
Signed	<input type="text"/>	Chair of Governors	
Signed	<i>Alison Harbottle</i>	Head	
Review date	Annually		
How well does the school deliver the curriculum to all pupils?			
Question	Yes	No	Action required
Do teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y		
Are classrooms optimally organised for disabled pupils?	Y		
Do lessons provide opportunities for all pupils to achieve?	Y		
Are all pupils encouraged to take part in music, drama, and physical activities?	Y		
Do staff recognise and plan for the additional time and effort needed by some disabled pupils?	Y		
Do staff plan for the additional time required by some disabled pupils to use equipment?	Y		
Are disabled pupils who cannot participate in particular activities given alternative experiences?	Y		Additional numbers of pupils have temporary physical limb injuries; alternatives provided
Has ICT equipment been fitted with additional software/hardware to allow access for disabled pupils?	Y		
Are school visits accessible to all pupils?	Y		Access is checked when needed for individuals –eg, ramped transport, access at venue
Do staff have high expectations for all pupils?	Y		
Do all staff strive to remove barriers to learning and participation?	Y		

Is the school designed to meet the needs of all pupils?			
Question	Yes	No	Action required
Does the layout of all areas allow access for pupils in:	Y		
• academic areas	Y		
• sporting areas	Y		Access between main teaching block and sports block is not currently suitable for wheelchair due to building works – new pathway and surface needs adding
• social areas	Y		
• play areas	Y		
Can pupils who use wheelchairs move freely around the school?	Y	N	Main teaching block and sports block are designed to allow free movement between floors and rooms, a lift is installed in both. Access between main teaching block and sports block is not currently suitable for wheelchair due to building works – new pathway and surface needs adding
Are toilet facilities sufficiently large to accommodate a hoist and changing bed if needed?	Y	N	Enabling toilets on each floor designed to be wheelchair/mobility aid accessible, some would accommodate hoists; ground floor toilet able to accommodate changing bed. No current need, would re-visit if need became known to us.
Are showers available?	Y		
Are pathways around the school safe and well signed?		N	Surface of some pathways needs resurfacing due to ongoing building works for Phase 2 site build.
Are parking arrangements appropriate and safe?	Y		
Are emergency and evacuation systems appropriate for all pupils?	Y		Designated space and staff for students with high ADHD needs in evacuation plans. Designated refuge areas on each floor of main teaching block and sports block in which to await chair evac for non-mobile pupils/staff/visitors
Are alarms accessible to all pupils (ie via flashing lights as well as sirens)?		N	No visually impaired pupils or staff currently. Would re-visit if need became known to us
Are signs suitable for those with sensory impairment (ie using Braille, tactile surfaces, or audio)?		N	No visually impaired pupils or staff currently. Would re-visit if need became known to us. No audio signage necessary
Are signs clear and simple?	Y		
Does school décor provide appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy?	Y	N	New build warrants increased focus on visual space design – classrooms and learning spaces appropriate, corridors need further enhancement.
Are all areas well lit?	Y		

Are steps taken to reduce background noise for hearing-impaired pupils?	Y		
Is furniture and equipment selected, adjusted and located appropriately?	Y		No current wheelchair/walking-frame users, but make height-adjustable tables available as need arises
How well does the school deliver materials in accessible formats?			
Question	Yes	No	Action required
Are staff familiar with the technology and practices to assist pupils, parents and carers with disabilities?	Y		
Does all written communication follow an agreed house style using an appropriate font and size?	Y		Font and paper/background colour additionally adjusted to address specific known needs
Does the school liaise with support services and other agencies to provide accessible information for pupils, parents and carers?	Y		
Does the school ensure that information is presented in lessons and at parents' meetings in a user-friendly way?	Y		