



Accessibility Plan

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

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

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, recovering from cancer or people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is likely that every school in Southwark has disabled pupils, staff members and service users.

Vision and values

We fully support the vision of Southwark Children's Services:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Southwark Inclusion definition:

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Information gathering

The school keeps individual detailed files on any pupils with a disability. All interventions from outside agencies, advice and support are shared with all staff who support the child and the child's parents/carers. Any individual education plans are also circulated with all concerned.

Disabled pupils are encouraged to produce annual booklets about themselves and their experiences and these are also used as a vehicle to gather information about their own experiences. Any areas for development highlighted by pupils are shared with SLT (Senior Leadership Team) and actions taken.

Dulwich Wood liaises with feeder nurseries and child care provisions to ensure that there is a smooth transition for all pupils into Reception classes. This is also the case with new pupils who arrive mid-term to the school. Risk Assessments, focussing on the physical environment of the school, and Health Care plans are set up prior to entry and are supported by parents/carers as well as relevant outside agencies including Occupational Health and Physiotherapy.

Staff at Dulwich Wood are committed to equal opportunities and providing an inclusive curriculum. Teachers are constantly looking at curriculum content and delivery to ensure it meets the needs of all learners, regardless of disability. SLT relentlessly monitor equal opportunities and inclusive provision in the classroom through learning walks, learning environment audits, book scrutinies and formal/informal classroom observations, as well as at break and lunch times, to ensure equal access to all areas of school life and to ensure the needs of all our pupils are being met.

Involving disabled people

The views and aspirations of disabled pupils themselves are solicited formally in their annual reviews, 3 times a year, at Parents/Carers Open Evenings, as well as informally in the classroom and around the school. Parents/carers are encouraged to speak to their child's class teacher as soon as any issues arise. Class teachers and SLT regularly consult families about their aspirations for their children.

The Local Authority consults with different groups when updating school access and constructing new builds and using feedback to influence planning. The new build on the primary site has full disabled access, including a lift.

Physical environment

As there are increasing numbers of disabled pupils in mainstream settings needing adult support for personal care, Dulwich Wood Primary has a multi-purpose room with a disabled toilet and changing facilities. This toilet cubicle is slightly larger than average, with handrails, and is adequate for a child with complex needs. Currently, accessibility planning for the future includes consideration for further facilities' for disabled pupils as the need arises. Dulwich Wood is aware that level access is not the only consideration for wheelchair users. Heavy doors, sharp narrow turns and cluttered corridors will all be barriers to access. Where classroom space is tight, adjustments may have to be made to classroom layout, in order to facilitate access.

We are aware that some disabled pupils will need specialist furniture in order to access the curriculum. We are responsible for providing auxiliary aids and services for disabled pupils and this can include specialist equipment. We work closely with relevant outside agencies to ensure that we have in place the recommended, safe and appropriate resources.

At Dulwich Wood, we have several pupils with quite complex medical needs, and staff volunteering to carry out procedures have received and continue to receive training from health professionals and parents/carers.

There is currently an allocated parking space for the parents of disabled pupils at Kingswood House.

Access to the curriculum

We are committed to ensuring that all areas of the curriculum are available to pupils, regardless of their disability. Where an activity cannot be made accessible or would be inappropriate, then an alternative activity will be made available. For example, cross country running may be inappropriate for an individual wheelchair user but an alternative physical activity – perhaps table tennis or swimming – would be offered. Handwriting practice might be inappropriate for a disabled pupil, but practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.

Dulwich Wood Primary will provide specific staff training which will improve access to the curriculum. Training is available from a number of sources. Staff attend regular training on meeting the needs of pupils with disabilities like raising awareness of font size and page layouts to support pupils with visual impairments or severe dyslexia.

Purchasing specialist equipment will increase access to the curriculum for disabled pupils. We will purchase more books with large print, writing slopes and pencil grips, or adjustable desks and chairs when the need arises.

Access plans should be reviewed annually and renewed every three years.

Adopted by Dulwich Wood Governors on: 13th November 2018

Due for renewal on: 13th November 2021