



Accessibility Policy

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Committee	School and Community
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

We believe that Deptford Green School should:

- help every student, and every member of staff, to achieve more than they ever thought possible, regardless of their starting points
- be a community of excellence where we hold high expectations for success in ourselves and in others
- foster an environment where individuals take responsibility for themselves and show respect for others as part of a healthy and safe community
- value and embrace the fact that we are all different and show tolerance for the beliefs, faiths and opinions of others
- prepare students for successful and fulfilling adult lives by giving them opportunities to experience work, volunteering and to participate in their community
- help our students to develop into articulate, confident, courteous and considerate citizens
- promote a love of learning by high quality and engaging teaching which delivers great learning outcomes
- Celebrate the varied achievements of all students and all members of staff.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>The school works, through its CPD programme on the development of teaching practice, which includes best practice delivery training for teaching of SEND students</p>	<p>SENCO and DRB lead to pass on information to staff, including HODs</p> <p>HODs to ensure that SOW acknowledge the need for these types of differentiation</p>	<p>SLT lead on CPD</p> <p>HODs</p>	<p>Yearly programme</p>	<p>Design of CPD programme</p> <p>Attendance to SEND carousels</p> <p>SOW evidence</p>

Improve and maintain access to the physical environment	<p>The school was built as part of the Building Schools for the Future programme, whose policies ensured that all buildings are compliant with the Equality Act 2010.</p> <p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Lifts • Wide Corridors • Disabled parking bays • Disabled toilets and changing facilities • Wheelchair-accessible height • Braille signs • Visual Impairment safety indicators on glass panels • Hearing Loop 	Use the PFI contract to maintain the facilities to a high standard, looking for opportunities to improve wherever possible	Report on this to SPV meetings monthly, and by helpdesk for immediate issues	Operations Manager	Ongoing	Accessibility Audit (see Appendix 1 for pro forma)
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	<p>The school maintains the facilities to a high standard and makes plans where necessary to introduce new students to the school</p>	<p>In the short term, the school will maintain the levels of access through management of facilities</p> <p>In the medium term, we will continue to monitor the incoming students for their needs, making adjustments as necessary.</p> <p>Longer term, the Dyslexia Resource Base will be transformed into an ASD unit, which may require additional facilities</p>	<p>Work with the facilities management partner to ensure that the building is maintained to a high standard.</p> <p>Carry out risk assessments on any new students or staff who have disabilities that do not currently exist within our school</p> <p>Plan well in advance of this date to ensure that, from day one, we have the correct facilities</p>	<p>Operations Manager</p> <p>Operations Manager and Pastoral Team or Administration Manager</p> <p>Operations Manager and Head of DRB</p>	<p>Ongoing</p>	<p>Condition Surveys confirm that this is the case.</p> <p>External confirmation from Kaleidoscope</p>
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Braille • Induction loops • Reading software • Magnification Software 	<p>The school works across departments to identify and procure specialist equipment which allows teachers to deliver effective lessons to students with a disability</p>	<p>Work with all stakeholders on ensuring that we have the correct facilities and equipment</p>	<p>Director of Finance and Resources</p>	<p>Ongoing</p>	<p>All relevant students have the correct specialist equipment</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Teaching and Learning committee of the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy, including Risk Assessment
- Equality Policy
- SEND Policy
- Supporting Students with Medical Conditions Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Responsible	Date
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				