

ACCESSIBILITY PLAN 2019 - 2022

ETHOS AND AIMS

Dolphin School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

HOW THE PLAN IS CONSTRUCTED

The School has a disability policy review committee which consists of Head of Learning Support, Admissions team and Bursar and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and disability policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's disability policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also conducted an audit of our provision for pupils with special educational needs and/or disabilities.

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The results of the audit have informed our school accessibility plan for 2019-2022. The plan and targets have been widely circulated to all teaching and support staff and to parents individually as needs arise.

HOW THE PLAN IS REVIEWED AND MONITORED

The School's disability committee meets annually to frame recommendations for inclusion in the plan. These recommendations are then placed on the agenda for the meeting of the SMT meeting. Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

The Headmaster is ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. This plan is reviewed every year to produce a three-year rolling plan.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

DOLPHIN SCHOOL ACCESSIBILITY PLAN September 2019 – September 2022

Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short term (September 2019 - September 2020)	1.Continue to increase confidence of staff in differentiating the curriculum	<p>a) Audit new staff training needs on curriculum access</p> <p>b) Assign in service day to training identified e.g. dyslexia, differentiation, alternative recording. Training to take place every 2 years where possible</p> <p>c) Audit staff for any new purchases of special needs aids</p>	<p>Ongoing. SENCO to arrange a meeting two weeks after new staff has started and the meeting to take place by the half term.</p> <p>Phonics training 7 January 2020.</p> <p>Dyscalculia training to take place on 24 February 2020.</p> <p>Tuesday and departmental meetings</p>	SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation
	2. Ensure TAs have access to specific training on disability issues	<p>a) Use staff audit to identify TA training needs and inform Professional Development process</p> <p>b) TAs to be included in service day training</p> <p>c) Phonics training to be arranged for Teachers and TAs. Gail will be inviting Kate Kearney, a phonics specialist of Bracknell Forest Council</p>	<p>Ongoing</p> <p>Planned for September 2020</p>	SENCO	Raised confidence of TAs as above

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term (September 2019 - September 2020)	1. Ensure all school trips (day and residential) and camps are accessible to all unless in exceptional circumstances.	<p>a) Monitor access at various sites of the Dolphin trip programme with specific pupil needs</p> <p>b) Training is sought in advance of any trip (such as any medical training for administering medicine – particularly for overnight stays/residential trips)</p> <p>c) Children who refuses to participate in particular activities due to fear or dislike of height or being in dark places. Trip leaders to discuss with the Head regarding extra staffing for children who are not going to succeed on walking trips</p>	When necessary	Head All staff (day trips) Trip Co-ordinator	<p>All children in school able to access all school trips and take part in range of activities</p> <p>If it is thought that a child is unsafe on a trip there can be an exception at the Head's discretion</p>
	2. Review all curriculum areas to include disability issues	<p>a) Monitor that there is specific reference to disability equality in all curriculum reviews</p> <p>b) Review changes made to PSHEE and Citizenship curriculum to address disability equality issues</p> <p>c) Update resources of disability equality available in SENCO office</p>	<p>Ongoing</p> <p>Reviewed with Head of PSHEE in February 2020</p>	Head/Subject leaders PSHEE Co-ordinator	<p>Maintain and monitor disability issues into all curriculum areas.</p> <p>Resources such as special pencils and reading rulers which are made available to all lower school children.</p>

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Long term (September 2019 – September 2021)	1. Ensure staff development of differentiation strategy	a) Continue to use Tuesday meetings and Inset days to share good practice of specific differentiation	Ongoing	SENCO	All staff confident and consistent in range of differentiation strategies and use of alternative recording
	2. Ensure children with disability children participate equally in after school and lunch time activities	Monitor present needs of support and audit new pupils	When necessary	All STAFF	Disabled children confident and able to participate equally in out of school activities
	3 Review PE Curriculum to make PE accessible to all	Continue to review accessibility for all pupils to the PE curriculum	When necessary	Head of PE	All children able to access PE and disabled children more able to excel in sports
	4. Develop links with local special school to improve understanding of curriculum	a) Link are being developed with Beech Lodge, a local special school which caters for children with emotional difficulties. A workshop was held for staff in summer term 2018 with a view to a follow up one in 2020. b) Links are planned with Lionheart, a specialist provision of Beech Lodge school for Dyslexia and Dyscalculia	On going	SENCO & all staff	Increased confidence of staff in developing their curriculum area accessibly

	Targets	Strategies	Timescale	Responsibilities	Success criteria
	5. To ensure that the Early Years operates a policy of Inclusion as per the requirements of Free Entitlement Funding. The policy of Inclusion operates outside and beyond the Dolphin School Admissions Policy	To ensure that all members of school staff who work in and with the Foundation stage are aware of the policy.	Policy is in operation for the period this plan covers	Head, Head of EY, Bursar	To ensure that we continue to comply with the requirements of Free Entitlement Funding
	6. To provide a Designated area for calming children	Children to be given a card which they can give to a member of staff when they feel they need a calming environment. Staff to send them to the Library.	Ongoing	All staff	Children are calmed down and returned to class. Less disruption to other children
	7. To provide support for vulnerable and looked after children (LAC)	Appoint a Designated Teacher to work with vulnerable and LAC children	Ongoing	Ruth Jones and Antonia Webster	Ruth Jones and Antonia Webster (both trained and experienced) are appointed as the Designated Teachers They meet with children on a one to one basis when required.

Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
September 2019 - September 2022	1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school	Ongoing	Admissions	All parents getting information in format that they can access. School gets full information on the children.
	2. Ensure all staff are aware of guidance on accessible formats	a) Continue to make staff aware of the aids available to ensure accessible formats	Ongoing	SENCO	Staff start to produce routine information to children in more accessible ways. Eg. range of spelling tests
	3. Children become more aware of their own learning styles and access needs 4. To maintain an individual target system where necessary	a) Encourage pupils to express their access needs and explore learning styles Give individual child targets where necessary every term	Ongoing	All teachers SENCO, form teachers and teaching staff	Children able to articulate their access needs and understand their own learning styles. Children recognise their personal achievement.

Improving Access to Premises

September 2019 - September 2022	Targets	Actions	Timescale	Responsibilities	Outcomes
Annual meeting Caretakers/ Admissions/ Senco/ Bursar	<p>To discuss issues that may make access to the School's buildings easier for pupils who may only be suffering minor disabilities</p> <p>Major disability requirements will automatically alter this plan</p>	<p>The school can seek advice from Building Control WBC (0118 9746239) http://www.wokingham.gov.uk/building-control/contact-us/contact-building-control-solutions/ email: building.control@wokingham.gov.uk</p> <p>The school was advised to look online for BS 8300 <i>Design of buildings and their approaches to meet the needs of disabled people – Code of practice</i></p> <p>Building for Everyone: A Universal Design Approach http://www.universaldesign.ie/buildingforeveryone</p> <p><i>The National Disability Authority document Improving the Accessibility of Schools</i></p>	The school should implement the results of each annual meeting as far as is reasonable	Bursar	<p>To ensure that the full expertise and advice of the School staff is received annually regarding improvements to the following:</p> <p>1) Physical Environment In the event of a disabled pupil at Dolphin the following facilities will be put in place as required:</p> <ul style="list-style-type: none"> a) handrails & other physical assistance b) additional disabled parking c) swimming pool hoist d) additional T/A assistance e) timetable lessons where possible to allocate a ground floor classroom which is accessible for a disabled child f) classrooms essential for lessons (such as the French room, Y1 Cottage classroom and Geography room) which are not accessible will be readapted (for eg. widening a door and/ or installing a ramp) whenever possible g) procedures should be set in place for children on clutches or in a wheel chair (temporary injury) Child on clutches i) 2 friends of the child should be asked to help the child hold their clutches and

					<p>belongings when the child is going up the stairs</p>
					<p>ii) child should go up the stairs on their bottoms or using their good knee as support. The child should not hop up the stairs as they may miss a step and suffer further injury. Child in a wheelchair (temporary injury) i) Friend of child to help with their belongings ii) Temporary timetabling change of classroom so that the child's lessons are held on the ground floor or ramp installed</p> <p>2) The way information is delivered to pupils with disabilities When necessary the School will provide information in Braille, in large print, on audio format or using a symbol system.</p> <p>3) Adjustments that would help pupils with disabilities have better access to the curriculum Teacher wears a special mic around his/her neck just for the pupil.</p>
<p>To ensure that details are retained for the installation of a lift in the Meadow Building, should a pupil require it</p>	<p>That the lift be installed twelve weeks from the time we become aware that it is required</p>	<p>Provision of a lift to the main staircase in the Meadow building was made when the building was originally constructed. Provision in the way of stair width together with an electrical supply beneath the landing.</p>	<p>Anytime with twelve weeks notice-</p>	<p>Bursar</p>	<p>To ensure easy access to all areas of the Meadow Building when required by a disabled pupil (and disabled visitors)</p>

Improving Access to Premises

September 2019 - September 2022	Targets	Actions	Timescale	Responsibilities	Outcomes
To discuss the provision of handrails at all Dolphin entrances c/fwd from previous plan	To implement the installation of handrails where necessary	Seek advice from WBC Building Control	When necessary	Bursar	To provide improved access, for disabled pupils and visitors
To obtain Planning Permission for The HB Pavilion building by the end of this plan period	To ensure that the School's building programme continues, that it complies with the current disability legislation, to provide as greatest access as is possible to all current and future pupils at the School	To ensure that the architect checks and updates (where necessary the existing plans). To ensure that they are submitted for planning, the item was transferred from the previous plan and to begin building permission when finances allow. To constantly monitor the School's financial position to ensure that building can start asap Drawings are available to view	To begin building by at a future date when finances allow and the item was transferred from the previous plan	Chairman of the Orchard Trust, Bursar, Head	To achieve a building that offers the widest range of facilities possible to all types of pupil.

Date of Review: October 2020

Next Review: February 2021