



Dunottar School

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Accessibility Plan

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Accessibility plan.

Aims including legislation.

The aims of the Accessibility Plan (AP) are to ensure Dunottar school continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school.

This document is written in accordance with and meets requirements of the Special Educational Needs and Disability Act (SENDA - 2001) and The Equality Act (2010).

The Equality Act 2010 defines a person as disabled is he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to undertake normal day to day activities. Under the SENDA 'long term' is defined as one year or more and substantial is defined as 'more than minor or trivial.'

Schools are required to make 'reasonable adjustments' for students with disabilities under The Equality Act 2010 to alleviate any substantial disadvantage that a disabled person faces in comparison with non-disabled pupils.

Action Plan.

Aim.	Current good practise.	Objectives.	Actions to be taken.	Person responsible.	Date to complete actions by.	Success criteria.
Academic access. Increase/improve access to the curriculum for pupils with a special educational need or disability.	Dunottar offers adjustments within the classroom in line with Quality First Teaching (QFT) for all pupils. Teaching staff develop resources tailored to subject and needs of pupils who require adjustments to access the curriculum. Curriculum progress is tracked for all pupils across the school and information disseminated to parents. The curriculum is reviewed and adapted to ensure it meets the needs of all students.	Staff have in service training to support specific needs. External agencies are involved where appropriate to support some of our more vulnerable pupils. As the school grows in size,	Curriculum adaptations as directed by Deputy Head for T and L. Train specialist support staff to deliver intervention and teachers to make adjustments in class. Continual communication with the Local Authority and external agencies to ensure support is accurate and appropriate. Staff informed of external agencies adaptations and advice.	Deputy Head for Teaching and Learning, SENDCO. SENDCO	Ongoing. Ongoing	QFT will have a clear positive impact on progress and attainment. VA score for SEND pupils will be positive. Pupils with a disability make expected or better progress. Provision in line with the EHCP is executed, monitored and evaluated at regular intervals. Recruitment into year 7 continues to have a holistic approach, with strong

	<p>Assistive technology is available for all pupils with additional needs and/or SEND inline with school policy and public examination regulations.</p> <p>For pupils with special educational needs and disabilities, due diligence is taken to ensure timetable, classroom placement and size of the room is taken into account.</p>	<p>we shall continue to recruit in line with support that is required.</p> <p>Use data tracking and short department screeners to identify need or intervention.</p> <p>The PE curriculum will continue to be adapted to meet the needs</p>	<p>Appropriate resource changes are made in school to support varying needs of pupils.</p> <p>Data is monitored at every CAT and end of year exam to identify need and celebrate progress.</p> <p>Screeners are completed where appropriate following observation and an SEND cause for concern.</p>	<p>SENDCO</p> <p>Data manager and SENDCO.</p> <p>SENDCO</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>communication with feeder schools and parents and pupils correctly appointed into the school where adjustments can reasonable.</p> <p>The use of Data to track progress will become more robust and appropriate intervention put in place if and where necessary.</p> <p>PE curriculum to become a more inclusive environment for pupils with physical disabilities. Specialist equipment bought in, different sports for</p>
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		of all pupils including accessibility of equipment and activity.	PE department to continue to liaise with SENDCO to ensure pupils with additional needs and/or SEND are participating and fully included in all PE and Games related activities.	Director of Sport. SENDCO.	Ongoing	people with disabilities explored and added to the curriculum at all key stages.
			Adaptive PE/Games equipment will be purchased in order to support pupils with SEND where appropriate.		Ongoing	
		Continue to adapt timetables at the start and where appropriate throughout the academic year to support pupils identified as SEND.	Adjustments will be made to support pupils with a SEND in PE/Games lessons.	Director of Sport. SENDCO.		Pupil timetables will provide them with an inclusive environment throughout the academic year.
			Changes to timetables will be made to ensure pupils with physical disabilities have appropriate access to the most conducive classrooms for their need.	Director of Sport. SENDCO.	Ongoing	
			Ensure classrooms are allocated appropriately taking into account	SENDCO, Director of Curriculum Resourcing	Ongoing	

			size, age and different needs amongst the pupil body.		Ongoing	
<p>Physical Access.</p> <p>Improve and maintain access to the physical environment for all pupils, staff and visitors.</p>	<p>The environment is adapted where possible to the needs of the pupils, staff and visitors to ensure the safety and comfort on entering and exiting the school.</p> <p>The environment is adapted where possible to the needs of the pupils, staff and visitors as required with;</p> <ul style="list-style-type: none"> - Ramps. - Lifts. - Accessible parking bays. - Accessible toilets. 	<p>Various parts of the school site have adaptations to support accessibility for pupils, staff and visitors with a physical disability.</p> <p>Pupils with specific needs have appropriate equipment and furniture where appropriate to</p>	<p>Keypads to enter buildings are fitted appropriately for wheelchair users to access the building efficiently and independently.</p> <p>Double door access to buildings to be adapted for wheelchair users so both doors open easily.</p> <p>Ramps are installed or adapted in the following areas; at front entrance of mansion block or at</p>	<p>Estates Manager.</p> <p>Estates Manager.</p>	<p>Ongoing.</p> <p>Ongoing</p>	<p>All appropriate keypads will have a time delay put on them.</p> <p>Doors to the Ballroom at the back of the Mansion block to be adapted to open electronically or with a key code.</p> <p>Risk assessment completed and SLT signed off the</p>

	<p>Adjustable tables introduced to the departments where high tables are used.</p> <p>The school is committed to ensure emergency evacuations and lockdowns can be accomplished safely for all pupils.</p>	<p>allow them to access their lessons.</p> <p>Personal evacuation plans are in place and adapted when appropriate for vulnerable pupils.</p> <p>Teachers adapt the physical environment of their classrooms to support pupils with physical and sensory impairments.</p>	<p>the ballroom door and within the vestibule.</p> <p>Thresholds on doors to access buildings are flush to the floor; including the entrance to the vestibule.</p>	<p>Estates Manager.</p> <p>Estates Manager.</p>	<p>Ongoing.</p> <p>Easter 2023.</p>	<p>installation of a ramp in the vestibule.</p> <p>Ramp installed within the vestibule completed as soon as possible.</p> <p>Planning permission in for a ramp at the front of the Mansion.</p> <p>Threshold on door to dining hall from the terrace to be made flush over Ester holidays 2023.</p> <p>Threshold from back terrace into the dining hall to be adapted over Easter holidays 2023.</p> <p>Pupils are using all assistive equipment and technology appropriately and effectively throughout the</p>
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			<p>Continual monitoring of identification and need for assistive technology, adaptive equipment including standing and height adjustable desks, and physical resources to support learning.</p> <p>Ensure health and safety plans, fire escape plans are in place and up to date and meet compliance and current pupil need.</p> <p>Seating plans created as part of QFT to support any visual, auditory or physical impairment, desks positioned to allow wheelchair entrance and movability.</p>	<p>SENDCO.</p> <p>Health and Safety Manager.</p> <p>Deputy Head for</p>	<p>Ongoing as part of the Asses, Plan, Do Review cycle.</p> <p>Reviewed yearly.</p> <p>Ongoing</p>	<p>timetable and at internal and external exam series.</p> <p>Any inspection report identifies this as a strength of the school.</p> <p>Teaching staff create seating plans as part of their planning process and seek advice from SENDCO and SEND register to ensure they appropriate for need.</p>
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				Teaching and Learning, SENDCO, classroom teachers.		
<p>A whole school DAA was carried out during August 2023. The school aims to work through the recommendations and adjustments to improve access. Alongside yearly reviews of the Accessibility Plan, this audit specifically will be reviewed in three years.</p>						

Monitoring arrangements.

This policy will be reviewed every year, but it may be updated more frequently when appropriate to pupil, staff and visitor need.

Links with other policies.

This accessibility policy is linked to the follow policies and documents;

- Risk Assessment policy.
- Health and Safety policy.
- Special Educational Needs and Disability policy.

Name of Owner	Helen Rutt	Authorised: R. Cole Oct 2014 From September 2023
Governor responsible	G.Stoneley	
Date Document Reviewed and Updated	Oct 2022	H.Rutt/S.Thorne
Date Document Reviewed and Updated	December 2023	H.Rutt
Next Review date	December 2024 <i>Or as events/ legislation require</i>	