

# Dartmoor Hub Accessibility Plan 2022 – 2024

Within the Dartmoor Hub, we value each person equally and seek to cultivate respect for one another. Everyone should be given opportunities to succeed, and we believe it is a fundamental right that each person be given support to reach their potential. Diversity, disability, and difference should be understood and valued by students, parents/carers and staff.

## **Disability**

A 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”. This includes physical disabilities, sensory impairments, learning disabilities and some specified medical conditions: HIV, multiple sclerosis and cancer are all considered disabilities, regardless of their effect.

*It is important to note that because a pupil has a disability this does not necessarily mean that he/she has special educational needs.*

## **The Aim of the Accessibility Plan**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Dartmoor Hub will seek to anticipate need and respond accordingly, where practicable and when considered a reasonable adjustment.

The Accessibility Plan covers three main strands:

- **Increasing the extent to which disabled pupils can participate in the schools' curriculums.**

This strand seeks to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and curriculum organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressive access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of pupils.

- **Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**

This strand covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

- **Improving the delivery of information to pupils with disabilities.**

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. The information should take account of the pupils' disabilities and views expressed by pupils and their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including worksheets, timetables, school examination papers, newsletters, information about school events, trips and extra-curricular provision could be made accessible to all those with a disability.

<b>STRAND A: Increasing Access to the Curriculum</b>				
<b>Target</b>	<b>Action</b>	<b>Resources/cost</b>	<b>Person(s) responsible/time frame</b>	<b>Outcome</b>
Develop staff knowledge of learning /physical disabilities and the Graduated Response used to support pupils.	Provide information on types of SEND to all staff which is linked to the descriptors in Devon's Graduated Response Tool. SDW to create a booklet that includes said information. Support for staff to complete Devon's Graduated Response Tool to identify barriers to learning/accessing the curriculum.	Cost of printing.	JD – Autumn Term 2022	
Ensure staff awareness of students' needs.	Ensure SEND registers are kept updated and that staff are aware of the types of need within the school.	N/A	JD/Principals. Termly/half-termly – ongoing.	JD updates the SEND register for each school on a termly basis. This is shared with staff through Principals and the information is updated on Arbor.
Ensure staff awareness of students' needs and embed target setting/reviews for students with SEND in line with the Plan, Do, Assess and Review cycle as stipulated in the SEND Code of Practice. Using the Edukey Provision mapping tool to record plans.	Each SEND pupil has an individual learning plan (ILP) which is reviewed in SEND review meetings. These meetings can include external agencies such as members of the Communication and Interactions Team or the Educational Psychologist.	N/A	JD/Principals/class teachers. Termly/half-termly – ongoing.  JD to run CPD on creating ILPs and using Edukey Provision Mapping	Parents/carers, teachers and the SENCo are involved in reviewing the plans. Dates are set in termly planning meetings between the SENCo and Principals, and these are shared with staff in order that they can prepare.  The ILPs are passed on to the pupils' choice of secondary education as part of the transition process. This ensures that secondary colleagues have relevant information regarding students' needs.
Ensure staff awareness of students' needs.	All documents relating to SEND pupils are kept electronically on Edukey.		All teaching staff JD to monitor	

For staff to develop their ability to adapt the curriculum for students with SEND.	Staff skill audit to determine training needs.  Performance management process.  Create class plans	Questionnaire to all staff.  Class plan format	JD Spring Term 2023	Staff questionnaires enabled the Hub to identify gaps in knowledge and acknowledge training requests.
	Identify gaps in knowledge/training requests and provide training/advice where necessary.  Use external advice/training advisors.  Attending relevant training courses.  Staff to access EduCare for online training modules.	Ongoing due to staff turnover and changes in SEND cohort.	SDW/Principals – ongoing.	Expertise to be developed within the Hub. The intent is to create a hub of expertise in each school for a particular need (autism, dyslexia, etc.) through lead practitioners, who can then disseminate their expertise across the Hub.  For example, children with autism form a large part of the SEN cohort across the Hub, and an experienced member of support staff was identified as the Lead Practitioner. The Lead Practitioner has worked with schools across the Hub to observe students and suggest strategies to help increase access to the curriculum.
Ensuring that disabled students have equal access to extra-curricular/school trips.	Enhanced risk assessments in place for students at risk when planning off-site trips.	N/A	Principal/JD.	Enhanced risk assessments in place for students deemed at risk/a risk. All students have participated in off-site activities.

**STRAND B: Improving the Physical Environment of the Schools**

Target	Actions	Resources/cost	Person(s) responsible/timeframe	Outcome
To ensure that accessibility has been thoroughly considered across the Hub sites.	Review each site within the Hub using Devon's Accessibility Tool for Educational Settings.	N/A	Principals	

Ensure the safety of disabled pupils in emergency situations.	<p>Review procedures for ensuring the safety of disabled students during emergency evacuations in the case of fire or emergency lockdowns. To be documented in Personal Emergency Evacuation Plans (PEEPs) following the Fire Evacuation Plan for the site.</p> <p>PEEPs should be reviewed annually or when there is a new intake (lateral transfer) and stored on SIMs and in file in reception.</p>	N/A	JW/Principals	Due to be reviewed in September 2021.
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**STRAND C: Improving the Delivery of Information to Disabled Pupils**

Target	Actions	Resources/cost	Person(s) responsible/time frame	Outcome
To engage with parents to identify accessibility needs.	Utilise parents' forums to discuss access to information.	N/A	Principals	
Improve communications for parents of children with SEND.	<p>ILP meetings/Annual Reviews of Education, Health, Care Plans/Team Around the Family meetings.</p> <p>Publish SEND Information Reports on schools' websites with links to the Local Offer/DIAS.</p>	N/A	<p>JD/Principals – ongoing.</p> <p>JD/School Administrators – annually begin Sept 22</p>	

<p>To establish and strengthen connections between other SENCOs, external services, nursery schools, secondary provision and alternative provision.</p>	<p>SENCO to attend SENCO network meetings.</p> <p>SENCO to liaise with external services.</p> <p>SENCO to liaise with other educational settings.</p>	<p>N/A</p>	<p>JD</p>	<p>Ongoing – termly meetings between SENCOs within DMAT.</p>
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