Policy and Plan for

Accessibility

Cambian Dunbroch School

Policy Author / Reviewer	Andrew Sutherland/ Karen Carrington
Review Date	September 2024
Next Review Date	September 2027
Version No	1
Policy Level	Group
Staff Groups Affected	All School staff

Contents

1. Monitoring and Review

The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above or when new legislation or guidance regarding disability and equality is published.

Signed:

Mick Coleman

Director

September 2025

Karen Carrington

Headteacher

September 2024

2. Terminology

2.1.   Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	this is a generic term which means the Individual's Home/school/college. Cambian Dunbroch School is a School.
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Dunbroch School we have students attending and/or residing between the ages of 11 – 18.
Service Head	This is the senior person with overall responsibility for the school At Dunbroch School this is the [Headteacher who is Karen Carrington
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Cambian Dunbroch School this is Ofsted
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

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3.   Introduction

At Cambian Dunbroch, we strive to provide a safe, inclusive and welcoming environment which ensures that all individuals have an equal opportunity to learn and develop all regardless of needs. We are committed to taking proactive steps to remove barriers that would put learners at any disadvantage and will work closely with pupils with disabilities, their families and other relevant agencies to implement reasonable adjustment.   We are committed to challenging attitudes towards disabilities and

4.   Purpose

4.1. In line with the Equality Act 2010 and the independent school standards regulations Part, all schools must have an accessibility plan. This policy is developed in conjunction with the accessibility plan and set out to outline how the school/college will:

- create an environment that meets the special educational needs of each pupil

- ensure that the special educational needs of pupils are identified, assessed and provided for

- make clear the expectations of all partners in the process

- identify the roles and responsibilities of staff in providing for pupil's special educational needs

- enable all pupils to have full access to all elements of the school curriculum

- ensure that parents are able to play their part in supporting their pupils' education

- ensure that our pupils have voice in the voice

- ensure equality of opportunity is promoted between disabled people and other people

- ensure discrimination that is unlawful under the Equality Act 2010 is eliminated

- ensure harassment of disabled people that is related to their disability is eliminated

- ensure positive attitudes towards disabled people are promoted

- ensure participation by disabled people in public life is encouraged

- ensure steps are taken to meet disabled people's needs with a focus on policy and not just the needs of individuals

- ensure staff working with people with disabilities, either as colleagues or as students, have appropriate information, support and training

- ensure no student or staff member with disabilities is treated less favourably as a result of her/his disability

4.2.

5.   Policy.

5.1. **Equal opportunities**

In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of age,

disability, gender, reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity,

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marriage or civil partnership. A person is defined as having a disability if they have 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. Schools/colleges are required to make reasonable adjustments and make changes to practices to ensure, as far as is reasonably possible, that a disabled person can fully benefit from the school's offer.

School governing bodies and proprietors must publish information arrangement for admission of disabled individuals, the steps taken to prevent disabled individuals from being treated less favourably, the facilities provided to assist access of disabled individuals and their accessibility plans.

5.2. Admissions:

All schools/colleges will publish their admission criteria in their admission policy. Where it is practicable we make reasonable adjustments to enable prospective individuals to take up a place at the school and satisfy the current admissions criteria. The school is committed to providing these reasonable adjustments. In order to meet the needs of disabled individuals, the school requires full information. The school asks all local authorities seeking admission for an individual to the school to disclose whether the young person has any disability or other condition or special educational need of which the school should be aware. In assessing an individual or prospective individual, the school may need to take advice and require assessments as appropriate. The school will be sensitive to all issues of confidentiality in line with its GDPR. Further details are provided in the school admission policy.

5.3 Special Education Need (Code of practice).

We are determined to stay at the cutting edge of provision for all individual who are placed in our school. We ensure ongoing liaison with organisations that are able to offer specialist advice and training and complete an accessibility audit to identify where physical, curriculum and communication adjustments should be. The roles and expectations of staff in providing for pupils' special education needs are outlined in the Special Education Needs Policy

5.4 Accessibility Plan

The Service head in conjunction with the Governing Board or representative will create an accessibility Plan aimed at improving the school/ college's accessibility. The Proprietor/ Governing Board will approve the Accessibility Plan before it is implemented and will be responsible for monitoring the accessibility plan. The plan will be presented as a separate document to the policy and must be in writing. The Service Head will keep the Plan under review. The school recognise that parents play a vital role in providing invaluable information about individual's disability and needs and how this impact on ability to engage in everyday activities. The school/ college will also ensure that all information provided to the parents is in a form that is accessible. Pupil voice will be recognised and utilised to improve the provision. All staff members will act in accordance with the service accessibility policy and accessibility plan at all times. All staff members will ensure that their actions do not discriminate against any pupils, parent or colleagues. Staff and Governance will take part in training to continue raising awareness on equality issues with references to the Equality Act 2010

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The main purpose of the accessibility plan is to improve the extent to which pupils with disabilities or special educational needs are able to access and participate in the curriculum. It will also outline how the school/college will develop and maintain the physical environment to meet the needs of the individuals with disabilities, staff, parent and other visitor in a given time frame. Additionally, the plan will set out how the school/ college will provide access to written information to pupils, staff, parents and visitors. This may be used to advise other planning documents such as the school development plan and will be reported upon annually for progress against outcomes.

5.2.1. Increasing access to the Curriculum by disabled learners

- Inclusive teaching and learning styles

- Learner grouping and peer interaction

- Participation in sporting and cultural activities

- Curriculum content and structure

- Curriculum planning

- ICT across the curriculum

- Individual timetables with personalised learning

- Teaching resources and materials with training on how to use them

- Assessment strategies and examination, accreditation and vocational opportunities

- Classroom organisation and behaviour support

- Participation in evening and weekend activities

- Participation in educational visits

- Deployment of learning support staff

- Flexible, responsive timetabling

5.2.2. Improving the physical environment to increase the extent to which disabled individual can access.

Insert name of School layout and facilities: *The school is single level, there are a number of separate buildings on the site (children's homes, clinical block). Facilities include: classrooms, a kitchen, an ICT suite, therapy rooms and outside areas. There is access for young people and adults who may use a wheelchair to some areas but not all. There is also a disabled access toilet.*

We want to make the building accessible to as many people as possible; adjustments have, and will continue to be made to accommodate anyone with physical access needs as required. We have disabled toilets at our education site. Any new buildings and refurbishments will take full regard of the Equality Act and current building regulations.

Improve the delivery of information provided for disabled learners. We will continue to provide and enhance provision for access to information through: o DVD, Audio, Interactive Whiteboards and other applications of ICT o Adapted teaching materials o Use of plain English, key words and take regard of needs where English is not the first language

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- Sharing successful practice
- Staff training delivered by specialists e.g. Mental Health Nurse

5.2.3. Use of Technology

6. Procedure.

6.1. The Proprietor will conduct an accessibility audit for the school which will be used to inform the accessibility plan for the school. Additional accessibility audit will be completed for any individuals with physical impairment.

6.2. It is intended that such involvement should:

- provide insights into the barriers faced by students, staff and parents with learning • difficulties/disabilities
- use expertise to identify ways to overcome these barriers, and
- improve working relationships between the schools Governing Body and students, staff and parents with learning difficulties/disabilities

The involvement of disabled people in drawing up this Scheme, including the means of its communication will include the following:

- Consulting with parents via meetings, including meeting with the SEN Governor, the Academy newsletter and questionnaires
- Consulting with students via tutorials, school council meetings and questionnaires • Staff questionnaire to identify understanding of disability and accessibility Information will be gathered by:
- SENCo
- Leadership Group
- Head of Facilities

The information will influence the Plan as follows:

- Analysis of the information gathered will enable the school to identify the areas of the curriculum which present difficulties for students with learning difficulties/disabilities and whether the physical environment of the school hampers access to the whole life of the school, and try to adjust accordingly.

6.3. The Service will plan over 3-year timeframe to increase the accessibility of the provision for all individuals, staff and visitors. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually

6.4. We will develop our expertise and facilities to meet the needs of individuals and young people.

6.5. Continued professional development will be prioritised and ongoing

6.6. The service will describe the anticipated outcomes for the adapted curriculum, electronic for materials, modified teaching delivery, provision so for additional services, if they are to be required, such as electronic and hard copy being in parents first languages and in braille if required,

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6.7. The service will outline in the accessibility plan, clear success criteria to measure the anticipated outcomes for curriculum, premises and communications terms to all the people who may be served, over the next three years.

6.8. It is the responsibility of **the Principal/Headteacher** to ensure that:

- disabled staff, students and users of the school are not disadvantaged because of their disabilities
- consultations on the development and implementation of the Accessibility Plan will involve interested individuals and groups
- all breaches of good practice are addressed promptly, using informal procedures where possible but implementing formal procedures where necessary

6.9. It is the responsibility of all staff to familiarise themselves with, comply with and implement the Scheme and the Plan in accordance with professional standards.

7. Implementation

7.1. The Special Educational Needs Co-ordinator (SENCo) will be responsible for ensuring that staff and parents are made aware of this Policy and that the Disability Code of Practice set out below is followed.

7.2. The Headteacher and the Governing Body will have overall responsibility for ensuring that this Policy is implemented.

8. Publication

8.1.1. This Scheme together with the Accessibility Plan is available for anyone asking for a copy and will be published on the school website. The Academy is prepared to provide its plans in alternative formats.

9. Reasonable Adjustments for employment purposes

9.1. These adjustments may include:

9.1.1. Adaptations to premises

9.1.2. Re-allocating some duties

9.1.3. Altering hours

9.1.4. Finding alternative accommodation/changing the person's place of work

9.1.5. Rehabilitation, assessment or treatment leave

9.1.6. Examining the duties to see where additional support may be required • Training

9.1.7. Modifying equipment

9.1.8. Modifying instructions or manuals

9.1.9. Modifying assessment or testing procedures

9.1.10. Providing a reader or interpreter

9.1.11. Providing supervision

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9.1.12. Transferring the person to fill an existing vacancy

10. Summary of the School's Duties Under the Equality Act 2010

10.1. This applies to three main School functions:

- of providing education to students

- as an employer

- as a provider of services to parents and carers and the wider public

10.2. The employment and service provision duties have applied to schools since 1996 when the DDA was first implemented and subsequently amended by successive versions of the Act, most recently by the Equality Act 2010. The education duties were taken from the SEN and Disability Act 2001. The Disability Equality Duty applies across the other main functions covered by the DDA/EA.

10.3. The Disability Equality Duty:

The Duty requires the Academy to take a more proactive, more explicit, more involved and more comprehensive approach to promoting disability equality and eliminating discrimination.

10.3.1.1. More proactive: The Academy needs to move from a focus on an individual response to an approach that builds disability equality considerations in from the start and at every level of the Academy: at strategic, policy, management and classroom level.

10.3.1.2. More explicit: The Academy has to be able to demonstrate what it has done and what it plans to do to improve opportunities and outcomes for disabled students, staff, parents and other users of the Academy.

10.3.1.3. More involved: The Academy has to involve disabled students, staff, parents and others in the development of its Scheme. Disabled people need to be involved from the very start and their involvement needs to inform the preparation, development, publication, review and reporting of the Scheme.

11. Standard Forms, Letters and Relevant Documents

This policy has due regard to all relevant legislations including, but not limited to, the following:

- Complies with Part 6 , paragraph 24(3)n(b) of the Education Independent School Standards Compliance record) England (amendment) Regulations

- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Act (SENDA)

- Prepared with regards to the Equality Act (2010) and The Public Sector Equality Duty (2011) Race Relation Act 1976 , Race Relations amendment Act 2000, Sex Discrimination Act 1986,

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Children Act 1989, the Individuals & Families Act (2014), The Special Educational Needs & Disability Regulations (2014), The SEND Code of Practice (revised April 2015),

- Supporting pupils at school with medical conditions (2014)
- Working Together to Safeguard Individuals (2013)
- Reasonable adjustments for disabled pupils (2012)
- Disability Discrimination Order (2006)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- DfES "Accessible Schools: Planning to increase access to schools for disabled pupils" • Health Standards (England) Regulations 2003

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Antibullying Policy
- Curriculum policy
- Health and Safety Policy
- Access Strategy
- Data Protection
- School Development Plan

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13 The Disability Equality Duty and the Governing Body

13.1 Questions the Governing Body may want to ask itself as the 'responsible Body'

Duties to disabled students, staff and parents			Evidence
Does the Governing Body receive regular reports on how the Academy is meeting its duties to: □ disabled students? □ disabled staff? □ disabled parents, carers, governors, and other disabled people who use the Academy or may want to?		Yes	This is included in a second of the governance report. Governance meetings are held termly.
Disability Equality Duty: General duty			
Does the Governing Body have regard to the need to: □ promote equality of opportunity for disabled people? □ eliminate disability discrimination? □ eliminate disability-related harassment? □ promote positive attitudes towards disabled people? □ encourage participation by disabled people in public life? □ take steps to meet disabled people's needs, even if this requires more favourable treatment?		Yes	Promotion of equality of a fundamental part of the school, the governing body take this into account when we hold the governance meetings.
Disability Equality Duty: Specific duty			
Does the school have a Disability Equality Scheme?			
Did the School involve disabled people (students, staff, and parents) in the development of the Scheme?			

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Does the school's plan show : how disabled			
☐ people have been involved?			
☐ how information is gathered on the effect of the school's policies on: - recruitment and retention of disabled staff? - opportunities for and achievements of disabled students? ☐ how the school assesses the impact of its policies, current or proposed, on disability equality? ☐ the steps it is going to take to meet the general duty (the school's Accessibility Plan)? ☐ how information will be used to support the review of the Accessibility Plan and to inform subsequent Schemes?			
Did the school implement the actions in its plan within three years of the previous review of the plan?			The school has only been opened for 20 months.
Does the Governing Body: ☐ report on its plan annually? ☐ review and revise its plan every three years?			This will This is done termly be completed when the school has been opened for 3 years
	Yes		

Dunbroch School Accessibility Plan 2022- 2025

Objective 1. Improving access to the curriculum

Target	Strategies	Timescales	What will success look like
Ensure a broad and balanced curriculum that is accessible to all learners	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils Increase range of options offered in the curriculum	ongoing	When there is a full range of options available in the school.
Reflect identified areas of need in lesson planning and delivery	● Incorporate protected characteristic awareness into all planning of lessons including extra support, 1-1 teaching, extended times and homebased learning. ● Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties. ● Purchase of resources to increase student participation	ongoing	Improved access to curriculum for all pupils including those who are pregnant, pupils who have recently given birth, pupils under Gender reassignment and pupils with partial hearing.
All school trips, visits and activities are accessible	Vet and risk assess transport and venues for suitability Ensure pupil voice is incorporate in planned activities	Available if required	All pupils are able to access all school trips and take part in a range of activities for example via support from an adult

Prioritise student participation in school activities.

Ensure all students are aware of diverse groups, by educating pupils we can eliminate | Promote student awareness of the rights of the child, especially Article 23: Children should have special care & support if they need it.

▪ Ensure student activities are accessible to all students including workshop, outdoor activities and PE | Available if required | Increased participation in school life for students with disabilities.

Inclusion in all school related activities eg assisting with childcare for maternity based |
| Ensure support staff have specific training on disability issues | Ensure induction is completed prior to member of staff working with children.
Liaise with Regional lead and /or the learning development team around support for new staff for specifically identified needs | ongoing | New member of staff are enrolled in the induction training. |
| All pupils have access to sit external examinations. | Provide assessment for pupils who need exam access arrangement
Train suitable number of staff to provide support such as scribe, reader etc
Ensure suitable space is identified for pupils who need to sit exam on their own.
Ensure that there are sufficient word processers in place for use in exams.
Access arrangement to be put in place as required
Special consideration requests to submitted as warranted | Available if required | All pupils are prepared for next step |
| •provision plans exist for all students who have medical and physical conditions which potentially could impact on their learning | Update staff training annually if applicable in:
• Self-harm
• Use of Epipen
• Asthma
• Diabetes
• Epilepsy
• Mental health first aid | Ongoing and reviewed termly or when a new student arrives | Suitable number of trained staff members to meet the identified medical needs of pupils to ensure they are able to access the curriculum |

Objective 2. Improving the physical environment to increase the extent to which disabled individual can access

Target	Strategies	Timescales	What will success look like
SCHOOL BUILDINGS

Ensure that access to school buildings and site can meet diverse pupil needs including access for wheelchair bound pupils | Accessibility & clarity of signs around school. (ramp at door)

▪ Awareness of independent access for downstairs classrooms.

▪ Clear identification of room functions.

Clear pathways without obstruction
Consider number of floor, corridor access, lifts, parking bays, entrances, hoists, toilets, reception area, internal signage, emergency escape routes
Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired | Completed 2023 | Access to school buildings and site improved including toilet, computer and learning facilities. |

		Ongoing	Appropriate use of resources for diverse needs of pupils with disabilities.
CLASSROOMS Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future improvements.	o Plan classrooms in accordance with pupil need. ▪ Organise resources within classrooms to reflect student need. ▪ Incorporate accessibility into any proposed structural alternatives. ▪ Provide quiet areas within the school.		Communication cards
Accessible car parking and drop off	Allocate parking / drop off space for disabled staff/ pupils The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building	Completed 2023	
Maintain safety for visually impaired people	Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges o Check exterior lighting is working on a regular basis o Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate o Check flashing beacons that signal fire alarm activation regularly	Available if required	Visually impaired people feel safe in accessing site
Sensory	o Provide opportunities for movement in the classroom. o 'Heavy work' providing resistance promotes concentration and attention. o Fiddle toys / tactile pens etc. o Proprioceptive input. o Organising Sensory Activities and Helpful classroom activity.	Ongoing	All classroom have a sensory box which all students have access to throughout their lessons. Quiet room is available if required.

Objective 3. Improving the access to information and ICT

Target	Strategies	Timescales	What will success look like
Ensure access to computer technology appropriate for pupils with disabilities including auxiliary aids.	▪ ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities. ▪ School staff to update on available technology on a termly basis.	Ongoing	Access to appropriate computer technology will be improved for all disabled pupils. Desk tops available in the majority of classrooms.

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Improve the delivery of written information	Reading material using augmentative systems such as Makaton and PECS		All pupils can improve their communication skills
SCHOOL POLICIES Ensure all policies consider the implications of Disability Access, Inclusion for all groups, appreciating for equality & diversity and anti-bullying behaviour.	• to update all school policies to run in line with the 2010 Equality Act and to consider all protected characteristics. To ensure all students are free from Direct, Indirect discrimination, Harassment and Victimisation.	Updated Sep 2024	All policies are updated when reviewed. Policy check list created to ensure that policies do not go out of date.
NEWSLETTERS & DOCUMENTS Availability of newsletters and school documents in alternative formats to be sent to all pupils in the company to be more aware of school life.	Letters in first language. • Large print & audio when required. • Social Media/website Email Telephone call / support from admin staff Interpreter where needed	Available if required.	Information to pupils with disabilities and parents / carers will be improved.

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