

Dulwich Hamlet Junior School Accessibility Plan 2021-2024





Accessibility Plan 2021 - 2024

Aims of the Accessibility Plan

This plan outlines how Dulwich Hamlet Junior School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities. The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils.

In the preparation of an accessibility strategy, the school must have regard to the need to allocate adequate resources in the implementation of this strategy.

The school also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents and carers
- The headteacher and other relevant members of staff
- Governors
- The Charter Schools Education Trust wider team and stakeholders
- External Partners



This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed if the school undergoes a refurbishment.

The accessibility audit:

- 1.1. Senior leaders and the LGB will undertake a regular Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.



Access to the Curriculum				
Existing good Practice to build upon: Dulwich Hamlet Junior School (DHJS) offers a differentiated curriculum for all children. We use specific resources tailored to the needs of children who require support to access the curriculum				
Target	Who	Timescale	Outcomes / Success Criteria	First Review July 2022
To adapt learning aids, resources and pedagogy to meet the needs of all children	Headteacher/ Core Leadership Team/SENDCo/ Class Teachers & Teaching Assistants	Reviewed termly via Pupil Progress Meetings - ongoing	Strategic deployment of support staff/ Learning Coach/SaLT Use of IT e.g., Clicker and voice activated text Visual support considered at planning stage and available for learners as appropriate Laptops available for identified children in Y5/6 with dyslexia SaLT programmes Targeted pastoral support	
Training for staff on increasing access to the curriculum for all pupils	Core Leadership Team/SENDCo/ SaLT	In place and ongoing	Staff able to work with increased knowledge, and provide appropriate resources for pupils as identified in termly pupil progress meetings and SEND provision reviews e.g., Zones of Regulation training. Ongoing guidance from specialists e.g., hearing impairment team, school nurse support Outreach support from the Autism Support Team and Cherry Garden School	
Staff trained to meet individual medical needs of children where applicable.	Headteacher/ SENDCo	September/October 2021, with regular updates	Epi pen, asthma and allergy update training for all staff Diabetes training for identified members of staff Medical Care Plans available electronically to staff on ScholarPack	



To plan all out of school activities/enrichment opportunities to ensure the participation of all of our children	Headteacher/ Core Leadership Team/SENDCo	July 2022	All out of school activities/enrichment opportunities, wherever possible, are conducted in an inclusive environment with providers that comply with all current legislation. Access is increased to all school activities for children with disabilities	
Ensure financial accessibility for all of our DHJS families	Headteacher/ Core Leadership Team/SENDCo/ PTA	July 2022	DHJS 'Poverty Proofing' plan in place: incorporating payment plans for parents, ensuring devices for all children in need, promotion of second-hand uniform sales, identification of other 'hidden costs' to parents and carers, and staff training	
<p>Physical Accessibility to the building</p> <p>Existing good practice to build upon: there is significant accessible access to main buildings and halls due to existing ramps and the school being situated on one floor. We have two disabled toilets on site.</p>				
Emergency systems to be updated, incorporating visual alarms	Headteacher/ Premises Team	See Premises Plan - ongoing	Visual alarms fitted	
Review of storage of children's coats/bags within and outside classrooms to ensure clear access for all	Headteacher/ Premises Team	Ongoing	Clutter removed from corridors. Improved storage facilities for children's coats and bags. People with disabilities able to move safely and unhindered around the school site	
Improve signage to indicate access routes around the school site	Headteacher/ Premises Team	Ongoing	Disabled children, staff and visitors aware of wheelchair friendly routes around the school site, including a designated disabled parking bay	



Access to information				
Existing Good Practice to build upon: Staff are welcoming and happy to invite parents/carers and visitors into school in relation to all disabilities. The front office is physically accessible and well used by parents and carers for information access.				
Ensure availability of written material in alternative formats as appropriate	Core Leadership Team/SENCO	Ongoing	<p>We are aware of the services available to DHJS through external agencies for converting written information into alternative formats.</p> <p>Children, parents and carers and visitors have access to curriculum information and all other school information in a format that meets their needs.</p> <p>All parents and carers will be up to date and well-informed with school information.</p>	
To improve signage around school, including visual clues, to aid visually impaired, EAL and non-readers	Core Leadership Team/SENCO/ Premises Team	Ongoing	<p>Children can navigate the school site regardless of any disability or language barrier.</p> <p>Widget symbols used to create signs to support children, staff, and visitors of the school to identify important rooms/key school notices and information.</p>	
Further improve communication provided on our noticeboards, within our office, and on the website	Headteacher, Core Leadership Team, SENDCo and Admin	July 2022	<p>A selection of pamphlets which are available at the front desk/noticeboards to direct parents and visitors to local support networks, for example: Autism society.</p> <p>Pastoral Tab developed further on website to include a Wellbeing Page and Early Help Page.</p>	