



Happiness and Wellbeing at Our Roots

# Accessibility Plan

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**Signed by:**

Chair of Governors

Head Teacher

Date:

Date:

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

### The DfES definition of disability

Guidance from the DfES states that a person has a disability if they have a long term, (i.e., lasting at least 12 months), physical or mental impairment that has a substantial and adverse effect on his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA, is something that is more than minor or trivial.

The definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, and pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette's syndrome.

This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- To increase the extent to which disabled pupils can participate in the school curriculum. This covers teaching and learning. It also includes the wider curriculum such as participation in after school clubs, leisure and cultural activities, extended school provision or school trips and visits.
- To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This would include physical aids and equipment to access education.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

## **Characteristics of the School**

Alfreton Park School is one of 10 special schools in Derbyshire, and provides education for pupils aged 2 – 19 years with a wide range of learning and physical disabilities.

All pupils have a Education Health Care (EHC) plan. There are approximately 126 pupils and 90 staff in the school.

The high ratio of staff to pupils has increased over a number of years reflecting the increasing number of pupils in school with increasingly complex needs.

<b>Number of pupils in Sept 2022</b>	<b>126</b>	39	55	20	4	4	1	1	1	1
<b>Percentage</b>		31%	43%	16%	3%	3%	1%	1%	1%	1%
<b>1st area of need</b>	<b>TOTAL</b>	SLD	AUT	ELD	ECOM	HD	SSI	PHYS	MLD	SEBD

Pupils live in Derbyshire with the large widely dispersed catchment area. Seven pupils are from out of County; four from Derby City and three from Nottinghamshire.

We have few pupils with Ethnic Minority groups with 5 pupils of mixed heritage and 6 pupils for whom English is an additional language.

54% of pupils are eligible for Free School Meals and 36% receive pupil premium.

There are 2 young people who are ‘Looked After’.

### **Aims of the Accessibility Plan:**

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupils.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.
- To regularly review and evaluate standards of attainment for disabled pupils.
- To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.
- To promote equality of opportunity and positive attitudes towards disabled persons.
- To encourage the availability of role models and positive images of disability.
- Alfreton Park School has a strong commitment to equality and accessibility as laid out in the School Values, Vision and Aims, Equality Policy, Anti- Bullying Policy, Special Needs Policy, Behaviour Policy and Health and Safety Policy. As a school we aim to embed accessibility into everything we do: in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.
- Alfreton Park School aims to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils. Everybody needs to take the lead in respect of accessibility within their area of responsibility: access to the curriculum needs to be led by those with curriculum

responsibility; access to pastoral life of the school led by the Senior Leadership Team reporting to the governing body.

- Alfreton Park School is committed to continuing staff CPD to enable staff to be effective in the education of young people with disabilities and / or Special Educational Needs.
- The school is committed to prioritising the provision of high-quality resources to support the actions identified in this plan.
- To develop work related skills to enable pupils to transition into the workplace

OBJECTIVE	LEAD PERSON	HOW	WHEN	RESOURCES	EXPECTED OUTCOME
To continue to develop Move for all pupils whom will benefit and retain the centre of excellence for Move award	Marie McCuaig	<ul style="list-style-type: none"> <li>• Continue to train Move practitioners</li> <li>• Identify pupils for whom programmes are required</li> <li>• Support implementation of programme and monitor progress</li> <li>• Retain Quality Mark and Centre of Excellence status.</li> </ul>	On-going	Training opportunities and cover – supported by LA  MOVE support equipment as identified  Support TA to manage programmes day to day.	All pupils with identified need accessing successful MOVE plans.
To ensure horticulture and outdoor learning spaces are accessible to all	Rebecca Dallman	<ul style="list-style-type: none"> <li>• Devise a plan for suitable pathways to outdoor learning spaces.</li> <li>• Liaise with DCC and contractors to determine scope of works</li> </ul>	Apr 2023	Suitable levelling and access arrangements  Costs to be arranged.	Pupils to access a range of outdoor learning and leisure activities with inclusive access.  Aid physical development and well-being of pupils.
To develop on-site vocational training opportunities for post 18 adults with learning difficulties	Rebecca Dallman	<ul style="list-style-type: none"> <li>• Identify suitable space</li> <li>• Source grant funding               <ul style="list-style-type: none"> <li>• Fundraising</li> <li>• Training</li> </ul> </li> <li>• Identify and funding from DCC Adult Care</li> </ul>	Apr 2028	Viable building suited to the needs of the project.  Financial  Equipment	Young adults developing work ready skills  Support to transition into paid employment

