



Dame Alice Owen's School  
The Dame Alice Owen Foundation - 1613

# ACCESSIBILITY PLAN

## (Statutory Policy)

Agreed by Curriculum Committee:  
Agreed by Facilities Management Committee  
To be reviewed:  
(*reviewed every 2 years*)

Spring 2023  
Summer 2023  
Spring 2025

To be monitored by the SENCo, School Business Manager and the Headteacher

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### Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities.

### Definition of disability

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.

### Key Aims

To increase and eventually ensure students with a disability have:

- total access to our setting's environment, curriculum and information whenever possible and
- full participation in the school community.

### Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled students less favourably

- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
  - To publish an accessibility plan
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- In performing their duties governors have regard to the Equality Act 2010
  - Our setting
    - recognises and values the young person's knowledge/parents' knowledge of their child's disability
    - recognises the effect their disability has on their ability to carry out activities
    - respects the parents' and child's right to confidentiality
  - The setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

| Aim   | Current good practice  | Action points  | Person/<br>people<br>responsible | By when       | In year<br>progress<br>check July<br>2023 |
|---|--|--|----------------------------------|---------------|---|
| <b>To increase access to the curriculum for disabled students</b> | <p>Ongoing CPD delivered by SENCo to ensure teachers are confident in their ability to differentiate lessons and resources according to various needs of current students.</p> <p>Provision for modified curriculum<br/>Implementation of short and long term interventions.</p> <p>Access/provision of specialist or auxiliary aids and equipment.</p> <p>Contact with and advice from the relevant Local Authority and Health Service Advisors.</p> <p>Setting in Maths and MFL from Year 8.</p> <p>Diagnostic marking with clear targets.</p> <p>Structured homework and guidance.</p> <p>Information shared electronically.</p> <p>Relocation of lessons or meetings where a classroom is inaccessible to a student, parent or carer.</p> <p>Extensive staff training ongoing.</p> | <p>Google Classroom increasingly used to support student learning.</p> <p>Ensure that absence due to disability is more effectively supported by the school using phased returns, work sent home and referral to ESMA, if necessary.</p> | LC, ME, AW, VB                   | February 2025 |   |

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|---|--|---|-------------|---------------|--|
|   | Ensure that students can access all timetabled rooms through early liaison with teacher responsible for time table, and reasonable adjustments are made to accommodate students with disabilities  |   |             |               |  |
| <b>Improve access to the physical environment of the school</b>         | <p>Lifts in all new buildings.</p> <p>Ramps to allow wheelchair users access around the site.</p> <p>Disabled toilets accessible from all blocks.</p> <p>Steps and stairs marked to aid with visual impairment.</p> <p>Handrails to staircases and steps. Colour schemes to aid with visual impairment.</p> <p>Lighting to aid external access.</p> <p>Disabled ramp access fitted to new minibus.</p> | <p>Continually review current and new buildings in an attempt to ensure full access for all students and adults.</p> <p>Explore the accessibility to all doorways for wheelchair users.</p> <p>Exploration of digital access to the school day for students with prolonged periods of absence.</p>                        | JC, AW HN   | February 2025 |  |
| <b>Improve the delivery of written information to disabled students</b> | <p>Internal signage.</p> <p>Large print resources.</p> <p>Pictorial or symbolic representations.</p> <p>Adapted resources with particular attention to reading age, appropriate language, images and layout.</p>   | <p>Specific adaptation training delivered by SENCo to all teaching staff, with focus on the delivery of elements of the curriculum involving literacy. Development of school wide policy into the delivery of written information in the classroom and standard adaptation for those with highlighted literacy needs.</p> | AW, LC, ME. | February 2025 |  |

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|  | Use of laptops and other digital technologies.<br><br>Coloured overlays for text.<br><br>Readers and/or scribes in assessments and examinations when assessed for and required. |  |  |  |  |
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### Financial Planning and control

The Headteacher, Senior Leadership Team and the Finance and Audit Committee will review the financial implications of the accessibility plan as part of the normal budget review process. The plan itself will be reviewed every 3 years, but amendments may be made on an ongoing basis.