



Accessibility Plan

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Approved by: Local Governing body

Date this version approved: TBC - March 2024

Date for review: Jan 2027

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is 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 for pupils with disabilities.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Dysart's mission is:

'To nurture the unique talents, interests and potential of our pupils, promoting their wellbeing and learning, to prepare them for their future'.

In order to achieve this, we will enable our pupils to

- ✓ Build effective relationships.
- ✓ Make choices and exercise control over their own lives.
- ✓ Be as independent as possible across all aspects of their lives.
- ✓ Be aware of their rights and responsibilities as far as appropriate.
- ✓ Foster a love of learning and engage positively with educational and learning opportunities.
- ✓ Develop effective communication skills and strategies.
- ✓ Self-regulate and know how to support themselves to manage their emotional responses.
- ✓ Have fun and enjoy their lives to the fullest.

Our school's complaint procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing and long-term conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

The Equality Act 2010 requires schools to produce Accessibility Plans every three years and to take reasonable steps to implement their plan.

Further legislation and guidance this document relates to includes [regulation 51](#)

[schedule 1 to the Special Educational Needs and Disability Regulations 2014](#)

And where appropriate section 6 of the

[Special educational needs and disability code of practice: 0 to 25 years](#)

Access and School Policy and Procedures

We adhere to the Equality Act 2010 throughout all our policies and practice to ensure our pupils can access learning and the school environment fully.

Access to the curriculum

Dysart provides all pupils with a broad balanced highly personalised curriculum. We ensure all pupils are able to access all activities on offer and adaptations are made to equipment and activities to ensure we are able to achieve this.

Our pupils have access to highly differentiated lessons that take account for pupil's individual needs and learning styles. Communication is developed using various Speech and Language systems, including but not exclusively, Signing, Symbols, ALDs, high tech communication aids (AAC – Augmentative Communication Devices). Priority is placed on developing independence for our pupils and as a result pupils are encouraged to participate, as far as possible, with minimal adult input.

Access to Support Services

A team of Speech and Language Therapists, Occupational Therapists and Physical Therapists as well as additional therapies including Drama, Music, Art, and holistic practitioners, work alongside school staff and parents to ensure that we are meeting the needs of our pupils in relation to their communication, physical, social, and emotional and mental health needs. In addition staff and families, where appropriate, work alongside the Educational Psychologist and Behaviour Analyst to fully understand the function Behaviours of Concern may take in order to support changes in these and improve better quality of life for our pupils.

The school will continue to seek and follow the advice of LA services, such as Special Education and Disability Needs (SEND) teachers/advisors, and other appropriate health professionals and consultants.

With regard to controlled assessments and examinations, the school will in all cases adhere to the JCQ guidelines on access arrangements, reasonable adjustments and special consideration.

Access to the School Environment

Dysart school is split across three sites, our main school is on the Ewell Road in Surbiton and we have two further satellite provisions based on Latchmere Road North Kingston and School Lane in Tolworth.

All sites are fully accessible to wheelchair users and are, in the main, single story buildings.

Main site

The main school site does have some offices and a staffroom area located within small second story areas, however pupils are not required to access these spaces.

The main site comprises of four buildings with adjoining outside space between them. The school has a fully accessible swimming pool, Outside Adventure play space, OT studio and small sensory room to support pupils therapeutic needs. The school also has a soft play space, although due to the nature of this equipment not all areas within it are fully accessible to those with high mobility needs. The outdoor space is fully accessible with 6 designated areas:

- ✓ The Oasis – a calm outdoor space with water features and sensory activities
- ✓ The Camp – large outdoor sand pit
- ✓ Main Playground – concrete area for outdoor activities/games
- ✓ Field – grass area for outdoor activities/games
- ✓ Adventure play area – specific fixed equipment for active play
- ✓ EYFS outdoor space – small climbing structure as well as concrete play space.

Apollo Latchmere - KS1&2

The site is single storey and consists of 2 main classrooms a breakout room, accessible toilet, shared pupil toilets and small kitchen area. The site also has a designated outdoor space which is mainly covered with soft play surfacing although there is a small area to the side of the building laid with fake grass. There is play equipment available at all times, including for example basket ball, sand box and challenge climbing wall.

Apollo Tolworth - KS3

The site is single storey and consists of 1 main classroom, a smaller second classroom space, small kitchen area and two accessible toilets. The site also has a small dedicated concrete

outdoor space. The play equipment is movable so that the offer can be changed frequently and in line with the older children's interests.

As a school we have access to 4 vehicles to support Community Based Learning. One bus is fully accessible to wheelchair users. In addition we encourage our classes to use public transport as far as possible in order to support travel training experiences that are appropriate for our pupils.

Access to information

All information issued by the school aims to be user friendly. We use various platforms to communicate with our families including

- ✓ Emails
- ✓ Class Dojo
- ✓ Class WhatsApp groups
- ✓ Instagram
- ✓ Phone calls
- ✓ Face to face meetings

Our school website contains information on our Vision, Mission and Values translated into the top 4 native languages used by our families, these include Polish, Turkish, Urdu and Tamil.

We use a range of symbol generation programmes to ensure we always have appropriate visual aids for our pupils to access. These programmes include for example

- Communicate in Print
- Sym writer
- Grid Player

Action Plan

The school will publish an Action Plan outlining short, medium and long term targets to ensure the aims of the key objectives of the Accessibility Plan are met (Appendix A).

Plan Availability

The school makes its accessibility plan available in the following ways:

- A copy is held in the school office alongside the Health & Safety (H&S) documentation;
- A copy is posted on the school website;
- A copy can be emailed or posted on request.

Related Policies and Procedures

School Development Plan

Child Protection Safeguarding Policy and Procedure

SEN Policy Equality & Diversity Policy

Curriculum Policies

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Appendix A: Accessibility Targets Jan 2024-Jan 2027					
		Target	Action	Date	Outcome
Main Site	1	Develop dedicated outside space for our older pupils (secondary)	Identify company to complete plans including vehicular access, Fencing and landscaping Seek planning permission from LA Identify company from preferred supplier list to complete project Identify stages of project completion Fundraise and/or identify capital funding for project completion	Sum 2025	New outside space for secondary learners will provide further spaces for self-regulating and also enhance learning opportunities including work related learning.
	2	Develop sensory room space for all pupils	Identify company to complete project based on music and light aspect linked to prior day experiences completed on site Identify funding opportunities to pay for project – could be capital or fundraising or charity donation	Aut 2024	Pupils will have access to additional calm space to support emotional regulation as well as develop communication skills
	3	Develop indoor climbing/physical movement space	Identify company to support with planning of space including new flooring akin to tat found in a gymnastics setting Identify companies to bid for project – linked to preferred supplier list Fundraise/identify capital funding/charity funding to complete project Identify company to complete project – linked to preferred supplier list	Sum 2026	Pupils will have additional space to access to support physical and emotional regulation development. Further focused learning/skill development space created
Apollo Latchmere	1	Create separate outbuilding classroom space for therapy input to take place	Identify style of space required, including size appropriate to meet needs of input Identify companies to quote for project Seek planning permission if required from LA Fundraise for project from PTA and/or charity support	Aut 2026	Pupils will have dedicated space for further therapeutic intervention

Apollo Tolworth	1	Develop smaller storage space into usable den space for pupils to access including age appropriate digital gaming	Identify company to plan floor levelling and door/window reorganisation. Identify costs for the project Identify company to undertake project from preferred suppliers list Fundraise for project through PTA and/or charity support, where possible seek support from LA Identify equipment and cost linked to pupils interests and desire Identify costs from capital funding and/or charity donations/foundation links	Sum 2026	Pupils will have dedicated 'den' to support wellbeing and personal development, including expanding interests and hobbies.
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