



## ACCESSIBILITY PLAN

This policy must be read in conjunction with the following policies:

Equal Opportunities Policy

Admissions Policy

Recruitment Policy

Special Education Needs Policy

To meet the requirements and the spirit of the Special Educational Needs and Disability Act (2010)

### AIMS OF THE ACCESSIBILITY PLAN

As part of its mission statement Dodderhill School acknowledges its duty towards pupils, staff, parents, governors and members of the wider community who have a disability. Where pupils or prospective pupils are concerned Dodderhill School acknowledges its non-discrimination and planning duty under the Equality Act of 2010.

1. Dodderhill School is a selective school and admission to the school depends on the prospective pupil meeting the criteria required to maintain and, where possible, improve the educational and general standards for its pupils.
2. Extra curricular activities are a central part of Dodderhill's philosophy
3. The School asks parents to complete an Application Form and to disclose whether their child has a disability, special educational need or medical condition. The parents will then receive a disability form in respect of a prospective pupil requesting further detailed information about their child.
4. In assessing any pupil or prospective pupil the school may take advice and require such assessments, as it deems appropriate. Subject to this the school will be sensitive to any issues of confidentiality.
5. Where it is practicable to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at the Dodderhill and to satisfy the admissions criteria above, the school is committed to providing these reasonable adjustments.
6. Where the school agrees to arrange additional services, such as specialist teaching for dyslexia, parents will be charged for this separately. Details of the timetable arrangements and cost will be provided in writing.

### BACKGROUND TO THE ACCESSIBILITY PLAN

The School lies to the rear of its own grounds, a protected site of archaeological interest on a steeply sloping ground which gives rise to buildings being on different levels and there being many steps and sloping pathways both inside and out which pupils use to move between lessons and activities.

1. The House is a Grade 2 listed building dating from 1740. It is spread over three floors and there is no lift. This requires pupils to access classrooms up steps and stairs.
2. The Dining Room is accessible by stairs from the new block and is on the ground floor of the House. Wheelchairs can access it by using the House front entrance.
3. The Junior School, opened in 1999, is in a single building on two floors. It has an internal lift and all rooms are accessible to wheelchair users. It is linked to the David Street Hall, junior art, changing rooms, lavatories and the staff room at ground floor level, albeit by stairs and a disabled lift.
4. The Coach House is a separate two-floor building dating from the same period as the House. It was converted to classroom use in the seventies. Pupils move between classrooms up and down the internal stairs or by using the rear external steps.
5. The gym was built in the seventies and is used for senior assembly, junior dance and drama and PE. It is also the designated public examination room. Steps reach all entrances. There are no steps to the rear emergency exit.
6. The Science and classroom block, built in the seventies is on two floors with pupils moving up and down stairs to reach all classrooms and laboratories. Science and mathematics teaching areas can be accessed through a ground floor entrance albeit with two steps from the top car park. Entry to maths entails using two steps
7. The new block opened in 2008 is accessed directly to the ground floor; a short flight of steps leads to the two 1st floor classrooms.
8. The Learning Support room is now on a lower ground floor reached by two steps.

Dodderhill School is not required to provide auxiliary aids and services or to make physical changes to their existing buildings. A pupil with restricted mobility is likely to be put at a disadvantage by these problems. A pupil with severely restricted mobility may be unable to access some or all of the educational and recreational facilities that the school offers.

Wherever practicable the School will make reasonable adjustments to the timetable to allow children with restricted mobility to attend lessons in accessible parts of the school.

## **ACCESSIBILITY PLAN**

### **General**

1. The school will review this plan on an annual basis to monitor and evaluate:
  - The effectiveness of the action in the previous school year
  - Relevant targets for the next school year
  - Responses to any further legislative changes
2. The school will undertake training with staff each year with a view to raising awareness of their obligations under this plan
3. The School will provide children with restricted mobility guidance on how to access classrooms reached by steps and stairs [See below]



### Specific Objectives: 1 April 2009 – 31 March 2012

	Objective	Responsible	Time scales	Cost	Success criteria
<b>Curriculum</b>	Review needs of pupils with disabilities	ABC	Annually	Nil	Children achieve at least in line with ability
	Provide word processed tests and worksheets for all pupils	All teachers	Summer 2010	Nil	No handwritten material used in lessons
	Provide training to help staff deal with pupils with disabilities	CHM	Summer 2010		All staff to be offered training by a speech and language therapist and shown how to use an epi-pen
<b>Premises</b>	Handrail on main access to gym	PAL / SB	Summer 2011	£	Handrail in place
	Portable ramp for short steps i.e. S2, M1	PAL / SB	March 2012	£	Ramp sourced and purchased
<b>Information</b>	All school documents are available in large print if requested	CHM/PAL	Summer 2010	Nil	Large print / send info electronically
	Documents to be provided to prospective parents, who have a disability, in forms that meet that need, if so requested and it is reasonable to do so.	CHM	March 2012	TBC	

## Access to classrooms normally reached by steps & stairs

Building	Stairs	Access
<b>The House</b> 1. ICT / Library / Dining Room 2. Art / textiles 3. Music	None Spiral Steep	Front door Use front stairs both ways No
<b>Coach House:</b> History / Junior lessons French / German	None 8 open slat	Courtyard door Use back door
<b>Science Block:</b> Science / maths Geography / Learning Support Gym	1 or 2 steps 2 up; 3 down 2 steps	Back door of labs Door by gym OR via gym Gym door
<b>New building:</b> <b>Catering</b> English (1 <sup>st</sup> floor)	None 6 steps	Courtyard Entrance With assistance, use handrail
<u>Main Hall</u>	5 steps / lift	Link door - use lift (1 person only)