



The Dean Academy

Disability Equality Scheme (DES)

Access Plan for The Dean Academy – September 2019

The Dean Academy's accessibility plans are aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled students

The SEND Code of Practice, (Jan 2015: xviii) states:

- “Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition”.

Vision and Values

At The Dean Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities.

The Dean Academy values the contribution that every student can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all. As such, provision for students with SEND is a matter for the school as a whole. All teachers are teachers of students with SEND. The governing body, Headteacher, SENCO and all other members of staff have important responsibilities.

	Objective What is to be achieved and by when?	Action What needs to be done to reach the objective and by whom?	Performance Criteria How will we know when we've got there?	Monitoring/Evidence collection/Evaluation of impact What will be our evidence? By whom and when will the evidence be scrutinised? By whom, when and how will impact be evaluated?
Improving access to the physical environment	In recent years, the school has undergone limited improvements in this area, with ramps installed to the library and G block to ensure ease of wheelchair access.	There needs to be improvements to the tarmac across the site which is uneven. CIF bid to be written and submitted in January 2020. (Headteacher)	Improved access to all parts of site for all students.	This will have to be evaluated once we are aware of the success of the bid.

<p>Improving access to education, benefits, facilities and services (the whole life of the school)</p>	<p>The EPIC to be renovated for September 2019.</p> <p>The Snug will be a created opposite the SENCo office. It will be used by EPIC students/students with SEMH difficulties who are in need of a short period of quiet time.</p>	<p>Site team to create snug with new archway entrance.</p> <p>EPIC to be re-painted and layout/display to be changed</p>	<p>The Snug will be furnished with beanbags and a white board for students to write/draw on.</p>	<p>The Snug will be monitored by JCR/HD</p> <p>Students will be allowed to use the Snug at the discretion of JCR/HD/TAs. A member of staff is to wait in the office whilst the student is in the Snug.</p> <p>A record of students using the Snug will be kept so we are able to track frequency of usage and establish any potential patterns.</p> <p>Impact of the Snug will be discussed and recorded in student voice meetings, SEND Support review meetings and Annual Reviews.</p>
	<p>ELSA (Emotional Literacy Support Assistant) course</p>	<p>AE and SH have completed ELSA training and AE has kept her accreditation up to date by attending prescribed supervision sessions.</p>	<p>AE presents ELSA programme to staff and starts to receive staff referrals for students to work with.</p>	<p>AE had been and will continue to work with individuals and groups of students. The focus of ELSA work could be around: anxiety, bereavement, social interaction difficulties etc.</p> <p>Staff should complete a referral form for a student and the ELSA will then identify the specific need and outcomes(s) to work towards. Parents will be informed of their child's progress.</p>

	<p>Workshops for students on how to use Access Arrangements.</p> <p>MB/JCR</p> <p>Throughout the academic year.</p>	<p>JCR to arrange time off timetable for Year 9, 10, 11 students entitled to access arrangements.</p> <p>Letters to go home.</p> <p>Students to attend.</p> <p>Information to be uploaded to school website.</p>	<p>Students will know how to use their access arrangements fully. They will also feel confident in understanding the benefit of their access arrangements.</p>	<p>Student voice/questionnaires to collate responses to workshops and impact on assessments and examinations.</p> <p>Teachers and TAs to feedback to JCR on how students are using their access arrangements.</p>
	<p>Workshops for parents on how to support their child with entitlement to access arrangements.</p> <p>JCR</p>	<p>JCR to arrange after school sessions for parents.</p> <p>JCR to send letters home.</p> <p>Parents to attend.</p>	<p>Parents will feel confident in knowing what access arrangements are and how best to support their child.</p>	<p>Questionnaires to collate responses to workshops and impact on assessments and examinations.</p> <p>Teachers and TAs to feedback to JCR on how students are using their access arrangements.</p>
	<p>Throughout the academic year.</p>			
	<p>Mental Health training for staff to focus on anxiety and a separate session for anxiety and ASC.</p>	<p>JCR to liaise with Rob Brooks and Debbie Riall (ASC specialist).</p>	<p>Staff will be invited to receive training on anxiety and/or anxiety and ASC.</p>	<p>Staff will be provide feedback via questionnaires.</p> <p>Strategies can be implemented and progress monitored during formal meetings, student voice etc.</p>

<p>Improving access to information usually provided in written form</p>	<p>Resources for lessons should (as far as possible) be available on the laptop or in large font.</p>	<p>Teachers to plan ahead and store all resources centrally. Lead TAs to ensure Learning Profiles with VI needs highlighted including font sizes required.</p>	<p>Students using laptops will be able to easily access resources for use in school and at home.</p>	<p>TAs and students with VI needs to feedback to JCR and AMc about accessibility of in-class resources.</p>
	<p>Visual maps of the school to be distribute to key students.</p>	<p>A TA has spoken to key students and staff and has created a visual map of the school.</p>	<p>Signs will be put up for each faculty. Key students will be given a visual map (focusing on Year 7s and new incoming students).</p>	<p>Students to provide feedback. Parents of incoming students to also provide feedback. Visual maps to be given to key students with SEND during transition visits and also to primary staff for them to distribute.</p>
	<p>Visually impaired students to be encouraged to download texts onto their laptops from the RNIB or 'Seeing Ear online library' (free to join for schools).</p>	<p>TAs to support students with this. Teachers to give students/TAs plenty of time to find resources.</p>	<p>Visually impaired students will be able to access key texts on their laptop to improve the quality of learning in school and at home.</p>	<p>Students, TAs and teachers to monitor the ways in which this supports students' learning. Impact to be evaluated through student voice and impact on student's academic progression.</p>
	<p>Key texts to be sent to the resources to be scanned and enlarged.</p>	<p>Directors of Faculty to liaise with SEND Department to ensure key texts are sent to resources to be scanned and enlarged prior to study.</p>	<p>Enlarged texts to be used in English lessons.</p>	<p>Students, TAs and teachers to monitor the ways in which this supports students' learning. Impact to be evaluated through student voice and impact on student's academic progression.</p>