



## Dauntsey's

### Accessibility Plan

2021 - 2024

#### 1. Purpose and scope

- 1.1. Dauntsey's recognises that the Equality Act 2010 imposes a duty on it to make reasonable adjustments to policies, criteria and practices to address potential issues of discrimination (including in relation to disability) and requires schools to have a three-year accessibility plan.
- 1.2. Schools, including Independent Schools, must plan strategically over time to increase access to the physical environment and the curriculum, including the ability to sit public examinations. This plan sets out the Dauntsey's School compliance strategy for the 3-year period commencing October 2021.
- 1.3. Accessibility plans must show how the school will improve access for disabled pupils and those with special educational needs by:
  - a) Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum;
  - b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
  - c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- 1.4. This plan will be made available on the school's website. If there are any concerns relating to the accessibility of the school, then parents or pupils may refer to the Parental Complaints Procedure.

#### 2. History of accessibility improvements

- 2.1. Dauntsey's has a track record of improving the physical accessibility to the campus. There have been a succession of recent capital projects and major refurbishments which have led to improved accessibility. This includes the following:
  - a) A new Senior Girls' Day House which included disabled access doors and disabled toilet facilities.
  - b) Alterations to the Sixth Form 17 Club which included the construction of a new wheelchair friendly main door with an associated access ramp.
  - c) Improvements to accessibility of the Science Block to include wheelchair access ramps and disabled toilet facilities.

- d) Minor access improvements to the Memorial Hall by adapting and enlarging door access on either side of the building.
  - e) A multi-purpose pavilion which included an additional changing room for disabled pupils, together with a disabled toilet and a specially adapted lift. The building is accessed via two ramps, and the whole interior space and external terraces were designed with accessibility in mind.
  - f) The modernised Awdry Sports Centre was given an enhanced front entrance with disabled toilet and changing facilities and is now accessible via a gradual slope from the Memorial Hall Quadrangle, which was redesigned to permit full accessibility. An accessible lift was installed in the front entrance to enable access to the first floor viewing gallery, dance studio, teaching areas and the Adventure Training and Jolie Brise Office.
  - g) The design of the Olive Building included an enlarged circulation space, classrooms which have disabled access, a disabled toilet and an adapted lift. The area around the Olive Building was transformed to provide wide pathways that are wheelchair friendly.
- 2.2. The Learning Support Department provides a critical role in identifying where pupils may have special educational needs and in supporting a wide range of pupils with differing support requirements. The school may provide readers and scribes where needed to support pupils with special educational needs. It has also introduced software which converts text to speech and reading pens.
- 2.3. The Learning Support Department continues to explore opportunities to upgrade and improve access to the curriculum via technology. The school's pastoral support network helps pupils with mental health issues maintain access to the curriculum.

### **3. Capital Investment – Accessibility Improvements**

- 3.1. Detailed consideration of the next phase of development is underway with the aim of formulating a capital project plan. Areas likely to be considered as major projects will include the performing arts as well as a potential Sixth Form Centre and steps to eliminate road traffic from the middle of the campus. As projects are scoped, opportunities to enhance accessibility both physically and to the curriculum will be included in project definitions. This plan will be revised annually, and once the Development Plan is agreed, amendments to the Accessibility Plan will be incorporated.

### **4. Other Policies**

- 4.1. The Accessibility Plan should be read in conjunction with the SEND Policy and the Equal Opportunities Policy.

## Current Plan 2021-2024

The School's Accessibility Plan for this 3-year period has the following targets, strategies and outcomes.

Target	Strategy	Outcome and Timeframe
New iterations to the Development Plan to incorporate accessibility improvements as a priority.	To be addressed through the Estates, Assets & Infrastructure Committee.	As new Development Plan is drawn-up.
For any new building work, plan for access requirements.	Detailed building plans to be considered and revised as necessary to incorporate improvements to accessibility.	As detailed plans for new buildings are taken forward for approval.
School should be aware of the access needs of parents and carers as well as pupils.	New starter forms to include information regarding access needs.	For new joiners from September 2022.
To make the school more accessible for the visually impaired.	As new signage is implemented, consider how these can be adapted to support greater access using signs, symbols, braille.	As new signage is designed and deployed.
Continue to ensure that adjustments are made for any pupils with disabilities.	Continue to identify disabilities early in the admissions process and ensure that appropriate adjustments (to teaching and communications) are made.	Ongoing.
Refine the priorities of the Accessibility Plan based on an interim review. This will include an accessibility audit of the school's boarding houses and day houses for those with physical impairments.	Complete a review using external specialists of the accessibility of the school to ensure the correct priorities are identified.	Complete review by mid-way through the life of this plan.
Equalising access to the curriculum for pupils with a disability, special educational need or mental health difficulties to be captured within the scope of the school's Health & Safety Committee.	Health & Safety Committee terms of reference to be expanded to seek feedback on potential site improvements designed to increase accessibility.	Ongoing.
To increase the accessibility and availability of specialist software and hardware to assist pupils with special educational needs.	Implementation of a lending policy for reading software and reading pens.	Prior to September 2022.
To ensure that the daily home to school bus service is compliant with Public Services Vehicle Accessibility Regulations (PSVAR).	Ensure that contracted bus companies comply with PSVAR requirements.	Implementation to comply with statutory deadlines.

Bursar

Date: October 2021

Next Review: October 2022

October 2021