

Daventry Hill School
Accessibility Policy 25-28



About this document

Purpose

This policy outlines how Daventry Hill School aims to be a fully accessible and inclusive setting

The aim is to ensure that anyone that comes to Daventry Hill School – students, staff, families, governors, trustees and any members of the public – have fair access to all activities and the environment.

Complied by: Headteacher	Date: Nov 25
Committee: LGB	Date agreed by Governors: Nov 25
Review Cycle: Every 3 Years	Review Date: Nov 28

Wellbeing at Creating Tomorrow Trust

At Creating Tomorrow Trust, we believe that when our people thrive, our learners and communities thrive too.

Physical, emotional and mental wellbeing are essential to a thriving, collaborative and values-driven organisation, and we are committed to creating an environment where every colleague feels supported, respected and able to flourish.

We recognise that wellbeing needs can change over time, and anyone may experience challenges. We work together with openness, compassion and trust, ensuring that help is accessible when it is needed.

Health and wellbeing are everyone's responsibility, and we encourage a positive culture where concerns can be raised without judgement. The Trustees take their duty of care seriously and are committed to ensuring that support for all employees is available through:

- Effective and supportive line management
- A fair and manageable workload
- A professional, safe and inclusive working environment
- Access to wellbeing and employee support services through our Employee Assistance Programme:
 - 08000 856 148
 - educationsupport.org.uk

We are committed to continuous improvement. **All Trust policies are reviewed for their impact on staff wellbeing**, ensuring our values are reflected not only in what we say, but in what we do. Together, we create tomorrow by caring for one another today.

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1. Intent and Aims

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

DAVENTRY HILL SCHOOL
INSPIRE • EMPOWER • ACHIEVE

AT DHS WE VALUE

- positivity**: We celebrate what everyone can do. We look forward to the possibilities that lay ahead.
- curiosity**: We nurture curiosity, to know more and understand more. We encourage exploration of the world around us.
- resilience**: We support everyone to have courage to keep moving forward and learn from their experiences. We nurture a strong sense of self.
- community**: We nurture everyone's sense of belonging. We support everyone to communicate and work with others.
- respect**: We nurture the understanding of others. We treat all with kindness.

OUR MISSION
To create **happy, successful** people.

OUR VISION
To **inspire** and **empower** our young people to **achieve** success.

Part of **CREATING TOMORROW**

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.

Our vision and values are at the heart of everything we do and are used to inform our taught curriculum, decisions and priorities.

As a school for young people with an Education Health Care Plan (EHCP), we are committed to inspiring and empowering them to achieve their own personal success in the future. We focus on supporting students to overcome barriers they face and equipping them with the knowledge, skills, experience and opportunities to succeed in society.

There is an expectation that our values are the foundation on which we base our interactions with our students, families, staff, visitors, professionals and wider community. We actively promote these values with our students.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints 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.

2. 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 health 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.

3. Accessibility Plan

Accessibility planning is part of the ongoing school development planning and improvement process. It addressed how the school aims to increase access to education for disabled students.

3.1 Principles

Daventry Hill School seeks to ensure that no member of the school is unfairly discriminated against as a result of gender, colour, ethnic or national origin, age, social background, disability, religious or political beliefs, family circumstances or sexual orientation.

To this end, the school will seek to:

- Fulfil its legal obligations under the Disability Discrimination Act 2005 and any related or subsequent legislation.
- Identify and remove any unjustified discrimination against people with a disability.
- Pursue a programme of development and improvement in facilities, in procedures and in the skills, knowledge and understanding of staff to meet the needs of people with a disability.
- Ensure that disabled staff and pupils have access to the appropriate support and adaptations to enable them to be fully included in the life of the school.
- Take into account the views of individual pupils or members of staff when their requirements are being assessed.
- Provide appropriate information and support to members of staff working with disabled people, either as colleagues or pupils.
- Make reasonable adjustments to enable staff and pupils who become disabled during their time at the school to continue in their chosen career or school career, wherever possible.
- Accommodate disabled visitors, wherever reasonably possible, to enable them to participate in events held on school premises.



- Ensure that school premises are accessible and safe for disabled people, as far as this is reasonably practicable and within the constraints of existing buildings.

3.2 Accessing the Curriculum and Assessment

Daventry Hill is a school for children aged 4-18 years with learning difficulties. All of our students have an Education and Health Care Plan (EHCP). In addition to their learning difficulty, a child may also have a physical disability and/or a sensory impairment. It is usual within the school to have student with:

- Physical disabilities, including students who require wheelchairs or other aids for mobility
- Autism (ASD)
- Hearing Impairment (HI)
- Visual impairments (VI), including those registered as blind
- Multiple sensory impairment (MSI)

We are committed to overcoming potential barriers to learning and assessment and do this by

- creating effective learning environments that mee the needs of the individual students
- ensuring equality of opportunity through teaching approaches
- effectively measuring students' developmental stage with the use of our developmental ladders
- ensure appropriate curriculum delivery through our pathway model
- setting individual targets linked to the EHCPs and curriculum pathway
- adapting assessment methods to allow accurate measuring of each child
- use of appropriate communication methods including symbols, signing and AAC.
- Effective monitoring of policies and teaching

We endeavour to ensure that all have access to a broad, balanced and relevant curriculum that meets their academic, social, physical and medical needs. With this in mind our curriculum is destination led, functional and fun with an emphasis on preparation for adulthood from the earliest years. We look at the individual needs of the child and plan a curriculum around the child based on their identified needs, ensuring that the 'holistic' needs of the child are being met.

A relatively high staff pupil ratio allows pupils to have the appropriate adult support they need; deployment of staff is kept under regular review. Medical and physical needs are met with advice and support being sought from an appropriate health professional deployed in school by the NHS trust.

Continuing Professional development of all staff, induction procedures and performance management ensure all staff are aware of the importance attached to making the curriculum accessible to all students.

3.3. Access in the physical environment

The buildings and furniture are monitored and reviewed to ensure that students are able to access areas and no factor such as lighting, noise level or lack of appropriate equipment will inhibit access to learning. This includes:

- Lifts as well as the stairs
- Ramps
- Wide corridors and doorways



- Disabled parking bays on the school site
- Disabled toilets and changing facilities
- Classroom arrangements to ensure fair access
- Quiet areas and sensory areas
- Fire evacuation chairs
- coloured hand-rails
- ceiling hoists in hygiene rooms and some classrooms

Individual chairs, appropriate tables and standing frames etc are available through liaison and assessment by appropriate professionals including physiotherapists and occupational therapists.

In planning any future building projects and refurbishment of the site and premises we will take into consideration the needs of all pupils, staff, parents and community users with physical difficulties, sensory impairment, learning disabilities and/or medical needs. All new school buildings have to comply with Building Regulations and the Education (School Premises) Regulations. Building work could entail improvements to premises access, lighting, acoustics, decoration schemes and climate control as well as specialised areas such as disabled access toilets, sensory facilities and changing areas.

3.4 Access for communication/information

The school is committed to ensuring that all students are able to communicate. Our curriculum teaches students from the earliest stage to understand themselves, express their wants, give consent and share their thoughts. A large part of this is ensuring that all students have an effective means to be able to communicate with others. This can be done with the use of low tech symbols and visuals, Makaton signing and high tech devices. This includes:

- Switch technology
- Interactive whiteboards in every classroom
- Use of iPad as communication aids
- Grid 3 licences were purchased in 2024 and 2025 to allow communication boards to be accessible to all students on iPad and the interactive whiteboards. Staff have had extensive training in the use of these.
- Development of a communication strategy in 2004 that forms part of a 3 year development project as part of our school development plan
- Delivering of Makaton training for all staff
- Development of TACPAC as a communication intervention for identified individuals, including staff training and purchasing of resources
- Sensory Room equipment, a second sensory room was installed in 2025 to extend the access for more students. Planning has been developed for staff to use when accessing these areas.

We work closely with the Northamptonshire AAC team and successfully make referrals into their service for individual students.

3.5 Employment and Recruitment

The Disability Discrimination Act makes it unlawful for the school, and therefore, any of its employees to discriminate in the field of employment, against a disabled person for a reason that relates to the persons disability, if that treatment cannot be justified. This applies not only to



requirements, but to all areas of employment including the terms of employment, opportunities for promotion, transfer or training, dismissals or redundancies.

Wherever practicable, the school will seek to:

- Employ disabled people in jobs suited to their aptitudes, abilities and qualifications.
- Ensure that disabled employees are considered for promotion according to their aptitudes, abilities and qualifications.

In recruitment, all candidates will be assessed on their abilities, qualifications and experience in relation to the job description and person specification for an advertised post. It may be that a reasonable adjustment would be required to allow a disabled candidate to meet the requirements of a post and the school would seek to facilitate this if required. Most arrangements to accommodate disabled employees can be made within existing resource constraints or at minimal cost. It should, therefore, not be assumed that employing disabled people will cause problems or generate significant additional cost.

Some disabled people may require additional support when settling into their working environment. In particular, consideration will be given to any adaptation, for example, the provision of equipment or the modification of the working environment, which may be necessary to enable the individual to work on equal terms with non-disabled colleagues. The additional support required will initially be assessed by a member of the Senior Leadership Team and reviewed periodically by the team as a whole. Any necessary modifications should ideally be agreed and carried out before the individual commences work. Some of the adjustments may have implications for other staff and it is important that they are consulted about proposed changes. Consideration will also be given to parking facilities, toilet facilities and health and safety issues such as evacuation procedures.

4. Monitoring Arrangements

This policy will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the full governing board.

