



Dacorum Education  
Support Centre

# Accessibility Plan

DESC values the mental health and wellbeing of every member of its community.

Our policies reflect the core values of respect and support for each other in every aspect of life. Our aim is that all in our community, through working together, to feel safe and secure in an environment, which enables and equips every individual to thrive and be respectful of each other's strengths and differences.

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## Contents

1. Aims .....	3
2. Legislation and guidance .....	3
3. Action plan .....	4
4. Monitoring arrangements .....	6
5. Links with other policies.....	6

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## 1. 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 learners with disabilities can participate in the curriculum
- Improve the physical environment of the Centre to enable learners with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to learners with disabilities

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

Our policies reflect the core values of respect and support for each other in every aspect of life. Our aim is that all in our community, through working together, to feel safe and secure in an environment, which enables and equips every individual to thrive and be respectful of each other's strengths and differences. The plan will be made available online on the Centre website, and paper copies are available upon request.

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

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

DESC makes use of the Hertfordshire Local Offer website to signpost support and access additional service where appropriate.

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

We have included a range of stakeholders in the development of this accessibility plan, including parents, learners, management committee and staff.

## 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.

Centres are required to make 'reasonable adjustments' for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a learner with disabilities faces in comparison with a learner without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for learners with a disability</p>	<ul style="list-style-type: none"> <li>• Our Centre offers a differentiated curriculum for all learners</li> <li>• We use resources tailored to the needs of learners who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all learners, including those with a disability</li> <li>• Targets are set effectively and are appropriate for learners with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all learners</li> </ul>	<p>Continue to review and develop the curriculum to ensure needs are met in relation to baseline data for each cohort</p>	<p>Review baseline data</p> <p>Review new cohort information</p> <p>Tailor timetables and curriculum offer to ensure learner needs are met</p>	<p>CW/JD</p> <p>CW/JD/ES/DG</p> <p>CW/ES/DG/AN</p>	<p>Summer 2</p> <p>Summer 2</p> <p>Summer 2</p>	<p>Behaviour and engagement within the Centre</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of learners as required. This includes:</p> <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Both Tenzing Road and Barncroft fully accessible</li> </ul>	Continue to monitor the physical needs of the new intake and plan ahead for necessary adjustments	Monitoring of new intake information	CW/EM/JD/ES	ongoing	Fully accessible sites for all future learners
Improve the delivery of information to learners with a disability	<p>Our Centre uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	Continue to ensure that all information within Centre is accessible to all learners. Review needs of incoming learners to preemptively remove barriers before they arise	Monitoring of new intake information	CW/EM/JD/ES	ongoing	Fully accessible information for all future learners

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the management committee.

It will be approved by the management committee.

#### **5. Links with other policies**

- This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Equality, Diversity and Inclusion Policy
- Special educational needs (SEN) information report
- SEND policy