



Great Dunmow School

ACCESSIBILITY PLAN 2024-2025

Contents:

Page no:

Important contacts

3

Our school, culture, ethos and values

4

1. Accessibility Plan

5



Great Dunmow School School

Accessibility Plan

Adopted by: Carrie-Ann Gibbs

Review date: September 2024

Our School

Cambian Great Dunmow School is an independent specialist provision that provides relevant, positive and high-quality education experiences and support for your child. We cater for children and young people aged 11 to 19 with ongoing social, emotional and mental health difficulties with associated complex needs. Most of the learners that come to us have had negative experiences in prior educational settings and as a result this impacts on both academic achievement and social confidence. Our specially trained staff provide a warm, nurturing and caring school environment that allows children and young people to feel safe and valued as individuals.

Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centered curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Great Dunmow school's purpose is to improve the quality of life for our young people both now, and in the future.

The Vision

Great Dunmow School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

1. Accessibility plan

Target	Strategies	Time-scale	Responsibility	Success Criteria
To ensure all staff have specific training on disability issues.	Provide appropriate CPD related to SEND areas i.e. Autistic Spectrum Disorder.	Induction and training in place in first 3 months plus ongoing training.	Headteacher	To develop staff knowledge of specific disabilities raising confidence of staff.
All staff to be aware of the needs of pupils with SEND or other medical conditions.	To create access plans / ILPs for individuals according to need. To make all staff aware of pupil needs / medical conditions.	Induction and training in place in first 3 months plus ongoing training.	Headteacher	To ensure all members of staff are aware of any pupil with SEND or medical condition and are aware of how to support with them.
To monitor and analyse the achievements of all vulnerable groups and act on any trends or patterns that may need additional support for pupils.	SMT to regularly (termly) review the data and ensure, through pupil progress meetings, that pupils receive the extra support they require.	Termly	Headteacher	Termly monitoring of the vulnerable groups to ensure progress is being made and evidenced.
To purchase resources to support pupil's access to the curriculum.	Purchase items such as software i.e. coloured overlays, writing mats, high-low reading books.	Research items and purchase as and when required.	Headteacher	Evidence the use of this equipment and track its usefulness.

Improving the physical environment of Great Dunmow School to increase accessibility for members of Great Dunmow School community with disabilities.

Target	Strategies	Time-scale	Responsibility	Success Criteria
To ensure all the disabled pathways/ramps are in good working order.	To check the pathways, ensuring they are durable and fit for purpose.	Reviewed termly	Headteacher	Damage to pathways to be rectified to ensure it can be safely used for wheel chair access.
To ensure Great Dunmow School's environment i.e. corridors, toilets are fully accessible to all pupils	To meet with the disability team to audit Great Dunmow School's environment.	Reviewed termly	Headteacher and Head Office	To produce an audit of Great Dunmow School's environment. To make adjustments / changes according to the audit outcome.
To ensure access in and out of the main school doors.	To allow wheelchair users access in/out of school.	Reviewed termly	Headteacher and Head Office	Allowing disabled persons access in and around school premises

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents / carers to ensure it is accessible.	Provide information on request. Great Dunmow School office will support and help carers/parents to access information and complete school forms.	Current and on-going.	Headteacher	All parents/ carers to receive information in a form that they can access.
ILPs and Reviews to be as accessible as possible.	Develop and produce clear and straightforward ILP format which is easy to access for both pupils	Current and on-going.	Head Teacher	Feedback from carers/parents and pupils on the clarity of ILP's. Are they easy to understand and,

	and parents/ carers			consequently, user-friendly?
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Monitoring and review

The implementation of this policy will be monitored by the Headteacher, who will make an annual report to the Proprietor.

End of policy statement