Currently Under Review

DOUCECROFT SCHOOL SERVICES

Disability Access Plan

Original Author(s): Senior Management Team and Health & Safety Officer, Autism Anglia
Date: July 2008

Last Reviewed by: Jane Smart
Date: March 2019

Ratified by Governors: Pending March 2019
Next Review date: October 2019
Currently Under Review

Autism Anglia, Doucecroft School Services
Disability Access Plan

CONTENTS

1. Overview of the Plan.................................................................3
2. Audit of Facilities within the School Services.................................4
3. Disability Access Plan..................................................................5
   3.1 Physical Environment............................................................5
   3.2 Curriculum.............................................................................6
   3.3 Behaviour Management..........................................................6
   3.4 Staff Training..........................................................................6
   3.5 Other Agencies.......................................................................7
   3.6 Support for Staff......................................................................7
1. **Overview of the Plan**

---

**Mission Statement**
- Developing – Independence and life skills
- Opportunity – to experience and learn new things
- Understanding – to be understood and valued as an individual
- Creativity – to express myself as an individual
- Encouraged – to try new things and realise my potential
- Confidence – to achieve and develop my self esteem
- Respect – to feel accepted and accept others
- Openness – to share experience and feelings with others
- Fairness – to be recognised for achievement
- Tolerance – accept that everybody is different

**Doucecroft School Services Disability Access Plan**
- We welcome individuality and provide a safe and positive learning environment, to enable our students to thrive and meet their full potential preparing them for their future.

---

- **Education Health and Care Plan**
- Will outline individual needs of each student

---

**Physical**
- School
- Residential Administration
- Play and leisure areas
- Vehicles

**Curriculum**
- Differentiation
- Choice
- Resources
- Planning
- Target setting
- Annual Review
- ISP

**Behaviour Management**
- Policy
- Procedures
- Staff training
- IMP
- IRA

**Staff Training**
- Autism
- Safeguarding
- Health and Safety
- Education
- Care Practice
- Behaviour Management

**Other Professionals**
- Speech and Language
- Occupational therapy
- Art therapy
- Drama therapy
- Health
- Physical Education
- College
- IAG
- Social Care
- EWMHS/CAMHS

---

Disability Access Plan
## 2. Audit of Facilities within the School Services

<table>
<thead>
<tr>
<th>Area</th>
<th>Result of Audit</th>
<th>Targets</th>
<th>Time frame/action</th>
<th>Progress</th>
</tr>
</thead>
</table>
| **Physical Structures and vehicles** | Lighting on EAG site is poor in some areas. There is no signage in a form accessible by students who cannot read. Fire and evacuation procedures are not available in symbolised format. | • Assess cost of improved lighting.  
• Assess costs of symbolised signage to main areas of EAG site.  
• Fire procedures and emergency evacuation procedure to be symbolised and made available to students. | To improve signage around the EAG site  
By September 2009.  
Cost assessed by January 2009  
By April 2009 | 2016 fire procedures reviewed  
2017 visual prompts for students at fire assembly points  
2018 emergency lighting improved  
2019 improvements to lighting in dining room and transition hub |
| **Curriculum** | Meeting the needs of students with limited or no sense of safety requires doors to be locked. This limits access for wheelchair users. | Increasing access would compromise the safety of other pupils | A thorough risk assessment of a student’s primary learning needs would be undertaken before a place could be offered to a student who was a wheelchair user. | 2010 OT involved in this  
2016 no students with significant physical disabilities referred.  
Students with CP supported using physio advice.  
2016 risk assessment in place regarding locked external doors in residential |
| **Behaviour Management** | Behaviour management approaches are differentiated to meet individual needs. | Staff indentified to be trained to advanced Team Teach level  
Second TT trainer to be identified | On going | advanced team teach training completed  
2016 school has 3TT trainers  
Behaviour Watch introduced to support analysis of incidents |
| **Staff Training** | All staff are trained to understand the barriers to learning faced by students with autistic spectrum conditions | Continue | Include visual examples in induction folders to support staff understanding  
Staff Training on going | Induction training reviewed and new framework rolled out with timescales for all staff.  
2016 onwards ongoing training  
Training plans for each staff member in place and recorded on training matrix |
| **Other Professionals** | The school services works closely with other professionals to maximise access to the curriculum and positive outcomes post 19 | Continue | Ensure advice from OT and SALT is taken up by all staff | 2015 onwards MDT approach established across both school and residential to ensure consistency of understanding and provision |
| **Student Health** | Students who suffer from asthma and hayfever | Ensure they have access to medication  
Ensure arrangements are in place to support health needs  
Ensure staff are trained to administer medication  
Monitor heading and air conditioning in buildings | On-going but particularly in late spring/summer term | New heating/Air conditioning in Class 4 & 6  
Improved ventilation in boarding houses  
All in place |
3. Disability Access Plan

Doucecroft School services provide specialist education and care for students with autistic spectrum conditions, both providing both day provision and residential. It opened in September 2005 and meets all the regulations for registration at that time.

Students with an autistic spectrum condition all have differences in four areas, social communication, social integration, sensory processing and flexibility of thought. The school services therefore strive continually to maximise access to the curriculum for all its students. The various additional difficulties experienced by students with autism has led to a highly differentiated and student-centred approach which is continually adapting to ensure maximum access.

Student referral patterns have not generally included students whose main needs are those other than those associated with an autistic spectrum condition.

An access audit was carried out and reviewed regularly. This included the physical environment, the curriculum, behaviour management, staff training and the involvement of other professionals. (see overview)

3.1 Physical Environment

The School site met regulation for school registration in September 2005. In the school buildings level entrances on the ground floor provide access to staff facilities, classrooms including the complex needs classroom where there is level access to disabled toilets, sensory facilities, the kitchen and the sluice. There are additional disabled toilet facilities in the main school building and Barn. The Barn provides level access to gym facilities, changing rooms/showers, toilets and the main school dining room/hall. The administration block has level access to office facilities, life skills, music and further sensory resources. Some, but not all, doorways have additional width. One residential boarding house has a lift installed.

The School site has a range of leisure facilities including a swimming pool with level access. Play areas include both grass and all weather surfaces.

The school services ensures regular community access for all its students which is enhanced by the provision of a range of school vehicles. These range from a people carrier to long wheel based mini buses. None of the vehicles has supported access for wheelchair users.

3.2 Curriculum

The curriculum offered in Doucecroft School Services is autism-specific and tailored to meet the needs of the individual. It is differentiated by age, ability,
learning style and individual interest to ensure maximum access for all students. Targets are SMART - specific, measurable, achievable, relevant and time bound. They are regularly reviewed and at Key Stage 4 and 5 external accreditation is used to recognise achievement for different abilities. Each student has autism-specific targets set as part of their individual student plan which address the area of difference. Curriculum planning ensures age appropriate entitlements are delivered in an accessible way. Teaching is visual with high levels of support to ensure maximum access. Augmented communication systems support autism friendly use of verbal language (see Communication Policy). Each student has a communication plan advising staff on effective communication. Curriculum resources are provided, whilst acknowledging age appropriateness, ensuring accessibility. Symbols are used widely to improve accessibility to resources. The school services has a Twenty Four Hour Curriculum (see policy) which is autism-specific and promotes access to learning across all settings. Resources are differentiated and flexible. Resources could be taken to the student if access were to be an issue.

(Additional curriculum information can be found in the Curriculum documents)

3.3 Positive Behaviour Management

The aim of positive behaviour management is to promote self management and increase access to the school services, the curriculum and the wider community. Procedures are rigorous and are monitored by the governing body. All staff receive regular training in supporting students through risk and conflict management and physical intervention. All students have an Individual Management Programme and Individual Risk Assessment based on thorough assessment to support the development of self management strategies and promote consistency of management.

(See Positive Behaviour Management Policy)

3.4 Staff Training

Staff training within Doucecroft School Services is recognised as an essential element to the success of the specialist service we strive to provide. Highly trained staff enables the school services to match learning experiences to an individual learning style and need, and provide an education which is both appropriate and inclusive. To support students and ensure maximum access to the curriculum it is important that staff have a sound understanding of the autistic spectrum condition and the skills students need to develop.

The promotion of increased independence is key to this approach.

All staff receive induction training and then on-going training in Autism, Safeguarding children, Health and Safety, Education, Care Practice and Behaviour Management. Additional staff training needs are identified through supervision. Staff receive training to enable them to support students with additional medical needs e.g. epilepsy, allergies, asthma. Senior staff are trained in the management of medication.

(See Induction & Training Matrix)
3.5 **Other Agencies**

Involvement and close liaison with other professional agencies enables the school services to meet the needs of students with autistic spectrum conditions many of whom have additional learning needs. Speech and Language therapy leads and supports the work of all staff in the area of communication. This may be to provide augmented communication systems, assess communication needs or provide appropriate resources to maximise access.

Students are supported in accessing health care professionals. Advice is also given to health care professionals when working with people who have autistic spectrum conditions.

External professionals are used widely to support and complement the work of the school’s sports coach in delivering a broad and challenging physical education curriculum. PE activities are selected to encourage participation from all students. *(see Physical Education Policy)*.

As Students progress into Key stage 4 and Post 16 education additional input from IAG and College staff supports progression towards a wide range of adult provision where students continue their lifelong learning through the Transition process *(see Transition Policy)*

3.6 **Support for staff**

Because of the work staff undertake within the school services, staff are must have a good level of general health. The nature of the difficulties experienced by students with autistic spectrum conditions would not make it practical to employ staff who have significant physical, sensory or learning difficulties. Individual risk assessments are carried out to support staff who have additional medical needs such as epilepsy and allergies. Staff can access additional support through a counselling service supported by Autism Anglia.