



Accessibility Plan

STATUTORY POLICY

**Agreed by Governors: Summer 2020
To be reviewed: Summer 2023**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Dothill Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Governing Body.

The Plan will be monitored by Ofsted as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Dothill Primary School is a place where we aim to remove all barriers to learning and to provide a caring, vibrant and dynamic environment for all children and adults. In this way we aim to support, encourage and enhance the development of the whole person and the achievement of full potential, whatever that potential may be.

We aim to make learning and teaching fun, inclusive, inspirational and motivating across a broad and creative curriculum that is accessible and provides achievable challenge to all.

We foster responsibility, positive attitudes, confidence, self-regard, self-esteem, and lifelong learning skills in every child so that all our pupils are well equipped to make positive contributions, to play a positive role in society and to enjoy continued success.

Everybody's achievements are recognised, valued and celebrated and all children and adults are respected for the contributions they make to the life of the school and to the community.

There is a strong sense of the unity of our school family and a team spirit that celebrates diversity, understands and respects the needs of others and encompasses children, parents, staff and governors.

We are committed to improving, developing and maximising the use of the school site and buildings so as to enhance the life of the school as an integrated part of the local community. This will include improving access to the school buildings for those in the school and local community who have disabilities.

Within this context the school aims to:

- **increase access for disabled pupils to the school curriculum**
- **improve access to the physical environment of the school**
- **improve the written delivery of information to disabled pupils**

Pupil and Staff Information

At the time of writing we have some members of our school community who have physical disabilities including using a powered wheelchair, parents with hearing impairments and a pupils with a visual impairment.

Occasionally, children and members of staff may be temporarily physically disabled due to injury or illness.

At the time of writing, there are children on role who have autism, emotional difficulties and specific learning difficulties.

Members of staff have been extensively trained in differentiating the curriculum and all work within the Special Educational Needs Code of Practice, led by the school's SENDCO.

Staff work with external agencies (e.g. Sensory Impairment Service, Behaviour and Learning Support, CAMHS, Speech and Language and the Educational Psychology Service) when appropriate, and follow offered specialist advice under the supervision of the Inclusion Manager.

Appropriate interventions are in place for identified children through Individual Provision Maps.

Objective: Increasing the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Responsible	Time frame	Outcomes
Training for staff on differentiating the curriculum with consideration for the SEN code of practice	Undertake an audit of staff training requirements through appraisal procedure	Leadership team	By 31 st October 2020	
Audit of pupil needs by SENCO	Review the specific needs for any pupils living with a disability	SENCO All staff	January 2020	
All extra curricular activities are planned to ensure, where reasonable, the participation of all pupils	Review all extra-curricular activities to ensure compliance with legislation	SLT	November 2020	
Educational Visits Risk Assessments	Ensure that all risk assessments completed for educational visits include access for disabled pupils if appropriate.	EVC leader	September 2020	
Improve access through use of ICT	Obtain appropriate ICT equipment for pupil with physical disability via OT.	Gold Technician	Autumn 2020	

Objective: Improving access to the physical environment of the school

Area Requiring Action	Targets	Strategies	Time Frame	Outcomes
Admission of disabled pupils/pupil information	All pupils and parents needs are catered for on admission	<p>Include questions in the new intake Personal Information Record to assess pupil needs.</p> <p>Assist with the completion of any forms upon request.</p> <p>Create access plans for individual disabled pupils when necessary.</p> <p>Ensure staff are informed when a disabled pupils is due to start at the school.</p> <p>Provide information leaflets to parents upon request.</p>	July 2020 ready for September intake	
General access. Signage and lighting around school building	There is appropriate access for all pupils and parents, whatever their needs	<p>Ensure all areas of the school remain fully accessible, inside and outside.</p> <p>Ensure there are clear signs visible in reception and entrance areas.</p> <p>Replace external light bulbs immediately when faulty.</p> <p>Ensure white stripes on edges of external steps and ramps are re-painted regularly.</p> <p>Ensure handrails on stairs are maintained.</p> <p>Ensure ramps are maintained.</p> <p>Ensure toilet/wash facilities remain fully accessible.</p> <p>Ensure classrooms are optimally organised to meet the needs of all pupils.</p> <p>When purchasing new equipment and furniture, ensure the needs of disabled pupils are considered.</p> <p>As and when necessary, seek advice on the lighting in all teaching areas from the Sensory Inclusion Team.</p> <p>Seek funding from the School Access Initiative Fund when necessary improvements are required in school.</p> <p>Seek funding from the Access to Work Fund when necessary improvements are required in school if a disabled teacher is employed.</p>	Throughout the year following site checks by caretaker.	
Disabled parking	Disabled parking is available to whoever needs it.	Ensure the disabled parking bay is kept free for disabled pupils parents/carers, staff and visitors.	Reminders in newsletters and staff meetings	
Evacuation Procedures	Plans are in place to ensure the safe evacuation of all	<p>When necessary, put in place a Personal Emergency Evacuation Plan for disabled pupils and ensure all staff are aware of their responsibilities.</p> <p>Ensure all fire escape routes are kept clear.</p>	As required	
Access to	Equipment is	As necessary, ensure ICT equipment has large	As necessary	

physical aids	appropriate for users	computer screens, adapted keyboards, concept keyboards, etc. When appropriate, provide learning aids e.g. enlarged copies of documents, sloping boards, specialist furniture and other portable aids. Ensure there is an appropriate range of physical aids in use as necessary.		
Induction loops	No induction loops provided.	Consider a portable induction loop available for use throughout the site as required. Consider the provision of a portable infra-red loop for use during confidential meetings to avoid signal leakage. Consider installing a fixed loop in the hall, with appropriate signage advertising its installation.	TBC	

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

Short/ Medium/Long Term	Targets	Strategies	Time Frame	Outcomes
Ongoing	<p>Handouts, timetables, worksheets, notices, information about school events, and other documents that are provided in writing for pupils who are not disabled, to be produced in different formats according to the needs of or preferences expressed by pupils and parents.</p> <p>Different formats may include Braille, large print, in simplified language, CD, DVD, sign language or using a sign system.</p>	<p>Secure staff knowledge of how to access specialist services.</p> <p>Be sensitive to the needs of parents and carers who may benefit from a different format for written information.</p>	<p>Autumn 2020</p> <p>Ongoing</p>	

The school makes its accessibility plan available in the following ways:

- A copy of the plan is kept in the administrator's office at the school and may be inspected on request.
- An appointment may be made to discuss the plan with a senior member of staff.
- Copies of the plan may be obtained from the administrator, although a small donation will be requested to cover the cost of copying.
- The plan will be made available upon request in different formats according to need.
- The plan is available on the school website www.dothillprimaryschool.co.uk

Signed.....Date.....

(Head teacher)

Signed.....Date.....

(Chair of Governors)