



Dunmore Primary School

**Accessibility Plan
2016-19**

Dunmore Primary School Accessibility Plan – 2016 to 2019

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1. VISION STATEMENT

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The Plan will be monitored by the Headteacher and evaluated by the Finance, Premises and Personnel Governors’ committee.

At Dunmore Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Dunmore Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

- a) The Accessibility Plan is structured to complement and support the school’s Equality Objectives.
- b) Dunmore Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- c) The Dunmore Primary School Accessibility Plan shows how access is to be improved, where identified for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
 - Increase access to the curriculum for pupils with a disability, expanding 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 their duties under the

Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve 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 timeframe.

d) The Dunmore Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

e) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

f) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Staff Development Policy

g) The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

h) The Accessibility Plan will be monitored through the Governor Finance, Premises and Personnel Committee.

Approved _____

Date _____

2. AIMS AND OBJECTIVES

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below

3. CURRENT GOOD PRACTICE

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of the data collection and occasionally a survey of parents' views.

a) Physical Environment

There are very few parts of the school to which disabled pupils have limited or no access. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs but provision is made for these children.

b) Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment.

c) Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. ACCESS AUDIT

The school is a one storey building with wide corridors and many access points from outside. Both halls are accessible to all.

On-site car parking for staff and visitor includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a lobby which is fully accessible to wheelchair users. The school has two disabled toilets, both fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

5. MANAGEMENT, COORDINATION AND IMPLEMENTATION

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

6. ACTION PLAN

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|-------------------|---|--|----------------------------|-------------------------------|--|
| SHORT TERM | To liaise with outside Nursery providers to review potential intake for Sept 16 | To identify pupils who may need additional to or different from provision for Sept 16 Intake | Sept 2016/17 | HT EYFS Leader | Procedures/equipment/ ideas set in place by Sept 2016. |
| | To establish close liaison with parents | To ensure collaboration and sharing between school and families. | Ongoing throughout 2016/17 | HT All Teachers | Clear collaborative working approach |
| | To establish close liaison with outside agencies for pupils with on-going health needs e.g. Children with severe asthma, epilepsy or mobility issues. | To ensure collaboration between all key personnel | Ongoing throughout 2016/17 | HT TAs Outside agencies | Clear collaborative working approach |
| | To ensure full access to the curriculum for all children | Purchase employment of specialist advisory teachers; CPD for staff | Ongoing | Teachers SENCO | Advice taken and strategies evident in Classroom practice. |

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| | | <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy | | | ASD children supported and accessing curriculum. |
| MEDIUM TERM | Tasks/Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| | To finely review attainment of all SEN pupils. | <p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system Regular liaison with parents</p> | Termly | Class teachers SENCO | <p>Progress made towards targets</p> <p>Provision mapping shows clear steps and progress made</p> |
| | <p>To promote the involvement of disabled pupils in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p> | <p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired | Ongoing | Whole school approach | Variety of learning styles and multi- sensory activities evident in planning and in the classrooms. |

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| | | <ul style="list-style-type: none"> • Use of iPads and laptops with appropriate software • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. | | | Ensuring that the needs of all disabled pupils, parents and staff are represented within the school. |
| LONG TERM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| | To evaluate and review the above short and medium term targets annually | | Annually | SLT Middle Leaders Governors FPP | All children making good progress. |
| | To deliver findings to the Governing Body | Pupil and Assessment Committee | Annually Termly SEN Governor / SENCO meetings | SENCO SLT/SEN Governor | Governors fully informed about SEN provision and progress |

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

| | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|-------------------|---|---|--|---|--|
| SHORT TERM | Improve physical environment of school environment | The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. | Ongoing | SLT | Enabling needs to be met where possible. |
| | Ensuring all with a disability are able to be involved. | <ul style="list-style-type: none"> • Create access plans for individual disabled children as part of Individual Health Care Plan | With immediate effect, to be constantly reviewed | Teaching and non-teaching staff | Enabling needs to be met where possible. |
| | To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. | With immediate effect to be constantly reviewed | Head Teacher HLTA with this responsibility Occupational Therapy | Children with medical needs fully access school life |

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| | Ensuring disabled parents have every opportunity to be involved | <ul style="list-style-type: none"> Utilise disabled parking spaces for disabled parents/carers to drop off & collect children offer a telephone call to explain letters home for some parents who need this | With immediate effect to be constantly reviewed | Whole school team With immediate effect to be constantly reviewed | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education |
| MEDIUM TERM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| | To maintain fire exit routes | <ul style="list-style-type: none"> Audit all fire exit routes to establish safe, accessible routes for every year group | 2016/17 | SBM | Safe accessible routes for all year groups |
| LONG TERM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| | To ensure driveway, roads, paths around school are as safe as possible. | <p>Communication with parents via safety messages /letters/walk to school week</p> <p>Cycling proficiency for Year 6 children</p> | Ongoing | Site Manager SLT | No accidents |

Aim 3: To improve the delivery of information to disabled pupils and parents.

| | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---------------|---|---|------------------|---|--|
| | To ensure all children, particularly children with identified SEN can fully access the curriculum | <ul style="list-style-type: none"> • Differentiating tasks and activities • ICT equipment used appropriately • Use of sound field system when appropriate | Ongoing | SENCO Class teacher | All children able to access the curriculum |
| MEDIUM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| | To review children's records ensuring school's awareness of any disabilities | Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • Pupil Profile meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom | Annually | Class teachers Outside agencies SLT Office staff | Each teacher/staff member aware of disabilities of children in their classes |