

Dewhurst St Mary CE Primary

'Let Your Light Shine' Matthew 5:16

Dream Believe Achieve



Accessibility Plan 2023-2025

Purpose of this Plan:

The purpose of this plan is to explain how Dewhurst St. Mary CofE Primary School intends, over time, to increase the accessibility of our school to disabled children. Dewhurst St. Mary CofE Primary School is committed to providing an environment which enables full access to the curriculum which values and includes all pupils, staff, parents and visitors regardless of their needs.

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

We are committed to providing a fully accessible curriculum and environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The plan will be made available online on the school website, and paper copies are available upon request.

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

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. 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.

Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>To be aware of the physical access needs of learners, staff, governors, parents and carers</p>	<ul style="list-style-type: none"> • Ensure that school staff and governors are aware of access issues • Ensure that any disabled learners have an access plan as a part of the SEND process • Ensure that staff and governors can access areas of school used for regular meetings • Prepare and regularly review a PEEP (Personal Emergency Evacuation Plan) for any learners or adults who have physical impairments • Regular reminder to wider community to inform us of any changes to ability to access school due to physical impairments 	<p>HT Inclusion Lead Governors</p>	<p>Continuous</p>	<ul style="list-style-type: none"> -All staff are aware of the access needs of regular users of the school buildings and grounds -School community are confident that their needs are being met - School community has full access to buildings and grounds -Access plans are prepared and reviewed as and when appropriate/required

<p>Maintain clear and tidy fire exits around school that are suitable for anyone with a disability</p>	<ul style="list-style-type: none"> • Ensure that all staff are aware of fire exits • Ensure that all fire exits are clear and not impeded by any items 	<p>Caretaker</p>	<p>Daily</p>	<p>-All personnel have a clear and safe exit from the school in case of emergency</p>
<p>To improve provision for all learners with SEND</p>	<ul style="list-style-type: none"> • Implement 5 a day EEF recommendations to provide SEND pupils with access to an ambitious curriculum • Design, implementation and maintenance of SEND tracking (Graduated response) • To develop increased opportunities for • wider targeted provision • To develop staff expertise and skills through support staff • Ensure increased accessibility for all to learning aids within all classroom environments 	<p>Deputy Head Inclusion lead</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> -SEND learners access the breadth of school curriculum -SEND learners make progress from their starting points, whatever they are -Staff knowledge and understanding increases

<p>To improve the provision of ICT equipment for learners with SEND</p>	<ul style="list-style-type: none"> • Review ICT available • Audit further ICT requirements for SEND provision • Invest in relevant hardware and software • Ensure that adults are trained and supported with new software and hardware 	<p>Inclusion Lead Headteacher IT Technician</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> -Staff are adequately resourced with ICT and skills required to use for intended purpose -Relevant software available for those who need it -Learners accessing support available through the use of ICT
<p>To ensure smooth transition of learners with SEND</p>	<ul style="list-style-type: none"> • Actively contribute to EYFS transition- EYFS transition program, pre-school meetings, links with local providers • Develop and maintain links with external agencies • Internal transition program • Continual update and review of inclusion files • Pupil profiles- Graduated Response cycle documentation • Offer parents termly meeting • Develop and maintain links with secondary schools • Targeted pre-transition provision for primary leavers 	<p>Inclusion Lead Class teachers</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> -All staff are prepared for the learners in each class -Learners are quickly settled when moving class/phase/stage -Additional provision is planned as required

<p>To improve the progress of learners with communication and language difficulties</p>	<ul style="list-style-type: none"> • Employ, train and develop S&L Champion • Screen/Assess learners using Wellcomm • Participate in national strategies (NELI) 	<p>AHT S&L Champion</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> -Early identification of learners with S&L -Clear, targeted program of S&L support being implemented -Learners with S&L difficulties make good progress within targeted provision which is translated into wider curriculum areas
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<p>To improve the attainment and participation of learners with social, emotional and mental health difficulties.</p>	<ul style="list-style-type: none"> • To enhance Pastoral role (Parent Pupil Support) • Develop an environment for nurture activities • Whole school approach to MH & wellbeing through PSHE curriculum and additional enrichment days/weeks • Train staff to increase awareness and understanding • Increase awareness within the wider community • Develop wider targeted provision opportunities 	<p>Inclusion Lead Parent Pupil Support</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> - Parent Pupil Support trained -Environment set up and being well utilised -Community awareness of issues and support available is vastly increased -Academic progress of those with SEMH difficulties improved
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<p>Ensure that all school visits and trips are accessible for all learners</p>	<ul style="list-style-type: none"> • Ensure that pre-visits are complete • Ensure that modes of transport are suitable to meet the needs of all • Follow accessibility guidance and recommendations for all visits 	<p>EVC Class teachers</p>	<p>Ongoing</p>	<p>-All learners are able to access trips and visits successfully</p>
<p>Ensure staff have training on key SEND issues</p>	<ul style="list-style-type: none"> • Identify training needs • Plan and deliver training sessions 	<p>Inclusion Lead</p>	<p>Ongoing</p>	<p>-Staff are aware of different areas of SEND -Increased confidence in staff in working with learners with SEND</p>

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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy