



# Dunmore Primary School Accessibility Plan 2023-2026

## **Dunmore Primary School Accessibility Plan – 2023 to 2026**

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**Approved by: Full Governing Body**

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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 and Premises 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 – these 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 Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Special Educational Needs 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 and Premises Committee.

## **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 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 three disabled toilets, all

fitted with a handrail and a pull emergency cord. One toilet is a 'Closomat' that enables fully independent toileting. 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 seeking advice from advisers when necessary.

## 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 2020	To identify pupils who may need additional to or different from provision for Sept 2023/2024/2025 Intake	Sept 2023/2024 2025	HT Inclusion Manager EYFS Leader	Procedures/equipment/ ideas set in place by Sept 2023/2024/2025
	To continue close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	SLT 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	SLT TAs Outside agencies	Clear collaborative working approach

	To ensure full access to the curriculum for all children	Employment of specialist advisory teachers; CPD for staff A differentiated curriculum with alternatives offered. • If relevant, the use of P levels or similar 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, physical disability team, physiotherapists, or any other specialist service as necessary	Ongoing	Teachers Inclusion Manager	Advice taken and strategies evident in Classroom practice.
	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
MEDIUM TERM	To finely review attainment of all SEN pupils.	Review of progress meetings with Inclusion Manager and class teachers. Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers/ Inclusion Manager	Progress made towards targets Provision mapping and profiles show clear steps and progress made
	To promote the involvement of disabled pupils in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access. • Screen magnifier software for the visually impaired. • Use of tablets 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.	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Pupil voice shows high levels of satisfaction
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To evaluate and review the above short and medium	Review meeting	Annually	SLT Middle Leaders Governors	All children making good progress.

	term targets annually			F and P committee	
LONG TERM	To deliver findings to the Governing Body	Pupil and Curriculum Committee	Annually Termly SEN Governor / Inclusion Manager meetings	Inclusion Manager 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	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.	Create access plans for individual disabled children as part of Individual Health Care Plans	Ongoing	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. To give medicines to pupils on site, with appropriate consent and remind parents when medications expire.	Ongoing	Head Teacher Inclusion Manager SBM	Children with medical needs fully access school life
	Ensuring disabled parents have every	Utilise disabled parking spaces for disabled parents/carers to drop off & collect children	Ongoing	Whole school team	To ensure that disabled parents are not discriminated against

	opportunity to be involved	<ul style="list-style-type: none"> <li>Offer a telephone call to explain letters home for some parents who need this</li> </ul>			and are encouraged to take interest and be involved in their child's education
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
MEDIUM TERM	To maintain fire exit routes	Audit all fire exit routes to establish safe, accessible routes for every year group	Ongoing	SBM	Safe accessible routes for all year groups
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
LONG TERM	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages/letters/'Walk your wheels' reminders! Cycling proficiency for Year 6 children	Ongoing	Site Manager SLT	No accidents

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

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
SHORT TERM	To ensure all children, particularly children with identified SEN can fully access the curriculum	Differentiating tasks and activities <ul style="list-style-type: none"> <li>ICT equipment used appropriately</li> <li>Use of sound field system when appropriate</li> </ul>	Ongoing	Inclusion Manager Class teacher	All children able to access the curriculum

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
MEDIUM TERM	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> <li>• Records passed up to each class teacher.</li> <li>• End of year class teacher meetings</li> <li>• Annual reviews</li> <li>• Pupil Profile meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Personal health plans</li> <li>• Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom</li> </ul>	Annually	Class teachers Outside agencies SLT Office staff	Each teacher/staff member aware of disabilities of children in their classes