



# Dorset Road Infant School

**Policy Document**

**Accessibility Plan**

	<b>Name</b>	<b>Date</b>
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## **Dorset Road Infant School Accessibility Plan**

At Dorset Road Infant School, we are committed to working together to provide an inspirational and exciting learning environment that will ignite the spark of learning, for all children. Our core values endeavour to provide all members of the school community with a wide range of learning opportunities, whatever their ability or need. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

This Accessibility plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School 'local committee members' LCM's, are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. 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:

- a) He or she has a physical or mental impairment, and
- b) 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 structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

### **Objectives**

Dorset Road Infant 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Dorset Road Infant School will anticipate the need to make reasonable adjustments to accommodate the needs of pupils, parents, staff and other visitors where practicable. These changes will be planned and implemented within a published timeframe.

The Accessibility Plan contains relevant and timely actions to:-

- **Curriculum - Increase access to the curriculum** for pupils with physical disability and / or sensory impairments, expanding the curriculum if necessary to ensure that pupils with a disability are as equally prepared for life as 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 school 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;
- **Physical Environment - 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;
- **Information - Improve the delivery of written information** to pupils, staff, parents and visitors with disabilities; examples of this might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Dorset Road Infant School Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

Whole school training recognise the need to continue raising awareness for staff and local committee members on equality issues with reference to the Equality Act 2010. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Equal Opportunities Policy
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Local Committee. 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 teach period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all local committee members will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by Senior Leadership at the school.

- Ofsted may monitor the Accessibility Plan during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resource, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan. The priorities for the Accessibility Plan for our school were identified by :

- Local Committee Members
- Head Teacher
- SENCo
- Finance Manager
- Premises Assistant

## Dorset Road Infant School

### Accessibility Plan

An Access Audit was carried out by the SENCo/ Premises Assistant / Senior Leadership / Finance Manager / LCM's

PR = Priority	H = High	M = Medium	L = Low			
Accessibility Report Reference						
<b>Accessibility - Improving Curriculum Access</b>						
		Activity	Timescale	Cost	Responsible	
1	Differentiation in teaching	Teachers and Learning Support Assistants to be aware of the needs of all pupils.  Resources and apparatus to be provided and adapted to meet the needs of all pupils.	Ongoing  Ongoing	See curriculum budgets / SEND budget	SENCo  Class teacher  Learning Support Assistants	PR
2	Interventions	SENCo to monitor interventions and their impact on learning through use of Target Tracker.  Adaptations and resources to be purchased to support progress and recommendations by External Specialist if required. E.g. Educational Psychologist; Speech and Language; ASD	½ termly  Ongoing	SEND budget	SENCo  SENCo  Class Teacher	PR

		provision; Occupational Therapist; Behaviour Specialist.				
3	Learning Environment	<p>Classrooms to be organised to promote participation and independence of all pupils and staff.</p> <p>Advice on layout of furniture.</p> <p>Audit of class resources.</p> <p>Objects stored and available to all – drawers are clearly labelled.</p> <p>Teachers display children’s work of all ability to show ‘value of effort’.</p> <p>Teachers adapt the learning to meet the needs of all children including their social, emotional and moral needs.</p> <p>Teachers assess the needs of new members of their class prior to transition (working with colleagues, or other professional bodies)</p>	December 2018	SEND budget	<p>SENCo</p> <p>SENCo</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p>	H
4	Provision Maps	Provision maps to be used to plan for the needs of SEND pupils	Ongoing		SENCo / Class teachers	PR
5	Staff supported in their understanding of SEND and	Provide information and updates around SEND in each class to Class	December 2018	SEND budget	<p>SENCo</p> <p>External Specialists</p> <p>SENCo</p>	H

	disadvantaged pupils.	teachers and Learning Support Assistants. Audit of staff CPD needs.				
6	Attainment and Progress of vulnerable groups (including SEND and Disadvantaged children / Pupil Premium)	Monitor attainment and progress of vulnerable groups each half term, using flight paths.  Vulnerable children identified and interventions used to 'close the gap'. Interventions to be monitored half-termly.  Monitor attendance of vulnerable groups – work with family worker to achieve 96%.  Parents informed of 'Next steps and progress'.	Ongoing		SENCo / Class teacher  Family Worker / EWO	H
7	Children with Speech and language SEN which affects their learning.	Children are supported in developing Speech and Language <ul style="list-style-type: none"> <li>• Assessment by SALT</li> <li>• 1-1 support or group work</li> <li>• SALT interventions in school</li> </ul>	Ongoing	SEND budget Cost of MAPS  Cost of LSA	MAPS provision  SENCo  School LSA	H
<b>Accessibility - Improving Physical Environment</b>						
		Activity	Timescale	Cost	Responsible	
1	Wheelchair access to the main areas of the school from the playground, and	School is built on one level – doorsteps are quite high leading out of one of the classrooms, and into the hall. Maintain ramp	Ongoing	Premises budget	Premises Assistant	H

	from classroom to hall	Sloped floor to be built as part of 'new build' from office to hallway.	November 2018	Part of SIF bid	SW Bruce (contractors)	
2	Obstructions in corridors	<p>Ensure corridors are clear for access to all areas.</p> <ul style="list-style-type: none"> <li>• Lunchboxes to be stored on the appropriate rack.</li> <li>• Wellie boots to be stored in 'welly shed' in playground.</li> <li>• Coats to be on pegs to avoid obstruction in corridor.</li> <li>• Furniture cleared from corridors and walkways.</li> <li>• Consult fire marshalls and fire fighters on safe evacuation for wheelchair users or those with mobility problems.</li> </ul>	Ongoing		<p>All staff</p> <p>Premises Assistant</p> <p>Cleaners</p> <p>Midday Supervisors</p>	PR
3	Disabled Toilet	Entrance to disabled toilet to be kept clear at all times	Ongoing	Part of SIF bid	SW Bruce (contractors)	PR
4	Access to outdoor environment	<p>Playground to be kept clear of leaves and other obstructions.</p> <p>Outside learning environment to be kept clear and clean.</p>	Ongoing	Outdoor Area budget	Premises Assistant	PR
5	Safeguarding	The school 'Safeguarding Policy' is robust and ensures the safety of all pupils. The school premises are risk assessed each morning and action taken to meet safeguarding needs.	Ongoing	Outdoor Area budget	Premises Assistant	PR



		Staff are aware of Child Protection protocols and the Whistleblowing Policy.				
<b>Accessibility of Information – Communicating with children and adults.</b>						
1	Spoken information	<p>Staff are aware of the needs of any children with hearing impairment, or other SEND needs</p> <p>Appropriate support is provided in class and for parents when communicating</p> <ul style="list-style-type: none"> <li>• Visual prompts and signs</li> <li>• Signers to be invited to meetings (as required)</li> <li>• School signage clear</li> <li>• Staff encouraged to learn signing</li> </ul>	As needed	SEND budget	SENCo	M
				MAPS to arrange training	MAPS provision	
2	Written information	<ul style="list-style-type: none"> <li>• The school to meet the needs of all through an awareness of converting written information into alternative formats. E.g. different languages / braille (if required).</li> <li>• Resources for suspected dyslexic children to be available e.g. coloured overlays and tilted writing surfaces.</li> </ul>	As needed	SEND budget	SENCo	M

		<ul style="list-style-type: none"> <li>Using texts to communicate with parents.</li> </ul>	Ongoing		Senior Admin Officer	
<b>Accessibility for pupils with Medical Needs</b>						
1	Pupils with medical needs beyond those expected in school	<p>Liaise with parents / carers / Health professionals if needs are identified in a Health Care plan.</p> <p>Adequate staff trained in additional areas to meet the needs of children on roll, e.g. Hickman line and MICKEY button feeds.</p> <p>Asthma and Epipen training to be arranged for all staff.</p> <p>Annual refreshers to be arranged.</p> <p>Teaching and learning to be adapted to ensure access to activities, resources and learning.</p> <p>Medicines to be stored in line with school policy. Clear protocols around the administration of medicines / treatments</p> <p>Paediatric first aiders are aware of the signs and symptoms of illness;</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	SEND budget	SENCo / Health Professionals / Parents/Carers	PR

		and what to do to maintain health and safety.				
2	Possibility that pupils will be absent from school if illness is prolonged.	Teachers to liaise with parents / carers / health professionals to develop home learning packs.  Liaise with hospital tutors if appropriate.	If needed  If needed		SENCo  Parents / carers  Health Professionals	M

