



## Deanesfield Primary School

### Accessibility Action Plan 2022-2025

[Please also refer to Inclusion Policy, SEND Policy, Equality & Diversity Policy]

At Deanesfield Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality creative learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence, self-esteem, creativity and independence. We know that safe and happy children achieve.

#### Introduction

The Equality Act 2010 provides three main duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled / SEND pupils.

This Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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. 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.

#### Objectives

Deanesfield 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.

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.

The Deanesfield Primary School Accessibility Plan shows how access is to be improved 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.



**Article 23** You have the right to special education and care if you have a disability, as well as all the rights in the Convention, so that you can live a full life.



## The purpose and direction of the school's strategy:

### Vision and values

We are committed to providing a fully 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.

### Information from pupil data and school audit

Pupil attainment and progress data will feed into the plan. The latest information will be available on our website.

### Views of those consulted during the development of the Plan

Stakeholders will be surveyed during the review of the plan to ensure that their views are taken into account.

## The main priorities in the school's plan

- Increasing the extent to which disabled / SEND pupils can participate in the school curriculum
- Increase access to the **curriculum** for pupils with a disability / SEND, expanding the curriculum as necessary to ensure that pupils are as, equally, prepared for life as their peers.
- 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. Improving the physical environment of the school to increase the extent to which disabled / SEND pupils can take advantage of education and associated services
- Improve 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.
- Improving the delivery to disabled / SEND pupils of information that is provided in writing for pupils who are not disabled. Improve the delivery of **written information and verbal information** to pupils, staff, parents and visitors with disabilities / SEND. Examples might include handouts, timetables, booklets/flyers and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

## Making it happen

### Management, coordination and implementation

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

Attached is an Action Plan, relating to these key aspects of accessibility. The plan will be reviewed and adjusted on an annual basis.

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

**The Accessibility Plan should be read in conjunction with other school policies and procedures.**

### Getting hold of the school's Plan

The plan will be available on the school website.

**Date:** October 2022

**Review Date:** October 2025



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| Physical access audit and plan |   |     |    |     |  |   |
|--------------------------------|---|-----|----|-----|--|---|
| Item                           | Issue   | Yes | No | N/A | Notes  | Action  |
| 1                              | Is furniture and equipment selected, adjusted and located appropriately?                  | ✓   |    |     | Adaptations to classroom environments are made for each class to meet the needs of the children e.g. table layout. |   |
| 2                              | Are pathways and routes logical and well signed?  | ✓   |    |     |  | Review signage throughout site  |
| 3                              | Do you have emergency and evacuation procedures to alert all students?                    | ✓   |    |     |  |   |
| 4                              | Is appropriate furniture and equipment provided to meet the needs of individual students? | ✓   |    |     |  | Review regularly in line with needs - specific assessments are based on individual need and on guidance from OT or Physio |
| 5                              | Do furniture layouts allow easy movement for students with disabilities?                  | ✓   |    |     |  | Review regularly in line with needs   |
| 6                              | Are quiet rooms/calming rooms available to children who need this facility?               | ✓   |    |     | Available in Nursery – range of break out spaces both inside and outside   |   |
| 7                              | Are car parking spaces reserved for disabled people near the main entrance?               | ✓   |    |     | Disabled parking available in car park   |   |
| 8                              | Are there any barriers to easy movement around the site and to the main entrance?         |     | ✓  |     |  |   |
| 9                              | Are steps needed for access to the main entrance?   |     | ✓  |     | Steps and ramp to main entrance  |   |
| 10                             | Do all steps have contrasting edging?   | ✓   |    |     |  |   |
| 11                             | If there are steps, is a ramp provided to access the main entrance?                       | ✓   |    |     |  |   |
| 12                             | Is there a continuous handrail on each ramp and stair flight and landing.                 |     |    |     |  |   |
| 13                             | Is it possible for a wheelchair user to get through the principal door unaided?           |     | ✓  |     |  | Assistance to be provided by Office Staff – able to see visitors when they arrive through clear glass door                |
| 14                             | If no, is an alternative wheelchair accessible entrance provided?                         |     |    | ✓   |  |   |



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|    |   |   |   |   |  |   |
|----|---|---|---|---|--|---|
| 15 | Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors? |   | ✓ |   |  | Assistance to be provided by Office Staff – able to see visitors when they arrive through clear glass door  |
| 16 | Do all internal doors allow a wheelchair user to get through unaided?   |   |   |   | (high handles on certain doors to prevent young children leaving classrooms)             |   |
| 17 | Do all the corridors have a clear, unobstructed width of 1.2m?  | ✓ |   |   |  |   |
| 18 | Does each corridor/block/building have a wheelchair accessible toilet?  | ✓ |   |   |  |   |
| 19 | Does the relevant block have accessible changing rooms?   | ✓ |   |   |  | Update Nursery toilets in Summer 2022   |
| 20 | If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?                |   |   | ✓ |  | The school environment includes a small wheelchair lift [Sports Hall], several disabled toilets, and is accessible for a range of physical needs as the school is all on one level. |
| 21 | Does the building have a lift that can be used by wheelchair user to allow access to different levels?          | ✓ |   |   | Wheelchair lift in Sports Hall – only 3 steps in building                                |   |
| 22 | Is there a continuous handrail on each internal stair flight?   | ✓ |   |   |  |   |
| 23 | Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type. |   |   | ✓ |  |   |
| 24 | Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?        | ✓ |   |   |  |   |
| 25 | Are non-visual guides used to assist people to use the buildings?   |   | ✓ |   | Specific assessments are based on individual need.                                       |   |
| 26 | Could any of the décor be confusing or disorientating for students with disabilities?                           |   | ✓ |   |  |   |
| 27 | Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)                       | ✓ |   |   | Any hearing impaired children and adults are accompanied and would be visually notified. |   |
| 28 | Is a hearing induction loop available (either fixed or portable) in the school?                                 |   | ✓ |   | Would require specific risk assessment.  |   |



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| Learning access and audit |  |     |    |     |   |   |
|---------------------------|--|-----|----|-----|---|---|
| Item                      | Issue  | Yes | No | N/A | Notes   | Action  |
| 1                         | Do you provide disability awareness training to enable all staff to understand and recognise disability issues?  | ✓   |    |     | Training is reviewed annually. Staff are informed and supported to manage individual needs. |   |
| 2                         | Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?   | ✓   |    |     |   |   |
| 3                         | Do all staff seek to remove all barriers to learning and participation?  | ✓   |    |     |   |   |
| 4                         | Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?  | ✓   |    |     |   |   |
| 5                         | Are all children and young people encouraged to take part in music, drama and physical activities?   | ✓   |    |     |   | All pupils to participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need. Guidance taken from OT or Physio if needed for specific pupil need |
| 6                         | Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education? | ✓   |    |     |   | Additional resources available for children within the classrooms including visual supports, fine and gross motor skill resources, written material to be available in different sizes if appropriate.                                |
| 7                         | Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?  | ✓   |    |     |   |   |
| 8                         | Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?  | ✓   |    |     |   |   |
| 9                         | Do you provide access to appropriate technology for those with disabilities?   | ✓   |    |     | All pupils have access to touch screen Chromebooks within the classroom                     | Specific assessments regarding adaptive technology to be carried out based on individual needs alongside guidance from therapist such as Occupational Therapist or Physiotherapist.   |



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| Information Access & Action Plan |   |     |    |     |  |  |
|----------------------------------|---|-----|----|-----|--|--|
| Item                             | Issue   | Yes | No | N/A | Notes  | Action   |
| 1                                | Do you have arrangements to provide information in simple language, symbols, large print, audio format or in Braille for pupil and prospective pupils who may have difficulty with standard forms of printed information? | ✓   |    |     | Specific assessments are based on individual need. | Information from the school is available via a range of formats, including app messages, emails, letters, website and phone calls as well as face to face informal and formal meetings.<br>The school has an open door policy so questions can be answered easily and effectively. |
| 2                                | Do you have the facilities such as ICT to produce written information in different formats?   | ✓   |    |     |  |  |
| 3                                | Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?   | ✓   |    |     |  |  |



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