

DOVERY DOWN LOWER SCHOOL

School Accessibility Plan

Adopted Summer 2017

Reviewed Autumn 2019

Doverly Down Lower School

Accessibility Plan

Context

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: (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 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 Headteacher. The current Plan will be appended to this document.

Rationale

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 Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are 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 Accessibility Plan shows how reasonable adjustments are made for disabled pupils, staff and visitors to the school within a given timeframe and thus accommodating their needs where practicable.

Objectives

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; 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;

- 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.

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

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

- Behaviour Management Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Health & Safety Policy
- School Prospectus
- Special Educational Needs and Disability Policy
- Administration of medicines

Equal Opportunities

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Monitoring and Evaluation

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Body

The Accessibility Plan may be monitored by OFSTED during inspection processes in relation to Schedule 10 of the Equality Act 2010

Date Reviewed :		
Approved by:	Headteacher	Mrs Debra Brewster
	Chair of Governors	Mr Ian Haynes
Next review due:	October 2022	

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Appendix A

Accessibility Planning Objectives (for anticipatory reasonable adjustments):

School Name Dovery Down Lower School

Dates - From: October 2019 To: October 2022 (3years)

Accessibility Plan Code

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Code (C,E,I)	Actions			Evidence to be collected to measure progress	Dates (from and to)
		How	Who (Lead person)	Resources		
To improve the progress and participation for children with Dyslexia/Phonological awareness difficulties	C, I	Dyslexia Awareness training for teaching staff.	Ed Psych	Training materials	SENDCO to organise dates for training. Evaluation form for staff following training to show impact on professional development.	By end of summer term 2020

		Order and develop use of resources to deliver interventions to support phonological awareness/reading difficulties.	SENDCO	Toe by Toe Coloured overlays/bookmarks Coloured/lined exercise books Spellcheckers	SENDCO to ask PTA for further funding support. SENDCO to order resources and make available to all.	By end of Spring term 2019.
		SENDCO to provide guidance on process to follow if Dyslexia identification is to be pursued.	SENDCO	Guidance on how to initiate dyslexia assessment – inform parents – advise parents of next steps – how to run interventions to show impact – next steps following intervention analysis.	SENDCO to liaise with Ed Psych on producing the guidance. SENDCO to train teaching staff in how to follow the process.	By end of Autumn Term 2020.
To continue to create a whole setting/school approach to developing the social, emotional and behavioural well-being of all members of the school/setting community. All children and	C, E, I	Review of PATHS program in SEND staff meetings.	SENDCO Teaching Staff	PATHS materials Obs notes from PATHS lessons	Outcome of PATHS lessons on behaviour/social skills. Staff feedback about PATHS delivery and impact.	Ongoing through to end of Summer 2021.

young people are supported to find a voice.		Further training for TAs working 1:1 with SEND children.	HT TAs	Course information – CPD online JIGSAW training	Course feedback from TAs. Impact on support work with SEND children.	Ongoing through to end of Summer 2021.
		Review of impact from SEND interventions.	SEND HT	SDQs Salford assessments Progress and attainment data	Outcomes: numerical data. Progress and attainment data.	Ongoing through to end of Summer 2021.
The head/manager, leadership team and governing body have a clearly written plan to ensure the school/setting is moving towards providing an environment that meets the academic, physical and social requirements of any child, or young person and their family who seek entry to the school and shares this information appropriately.	I	Evaluate SDP with head teacher.	SEND Head teacher	Leadership meeting	Accessibility plan linked to SDP target (SEND interventions). Evaluation of the SDP and success in meeting the SEND objective.	By end of Summer Term 2020.
Parents and carers contribute to assessment, target setting, review and intervention.	C, I	Review of Support Plans: Sent home every term. Parents offered review meeting.	Teachers SENCOs	Meeting time	Support Plans reviewed and new targets suggested	Ongoing through to end of summer term 2021.

		Establishment of Child Information folders and note taking system	SENCOs Teachers	SENCO time	Folders completed for relevant children. Information (reports, plans etc) shared with parents	Embedded by end of Autumn Term 2022.

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Appendix B
Accessibility Annual Audit - checklist

Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers	To create access plans for individual disabled children as part of the IPP process.	As required	Headteacher/Deputy Head/SENDCo	SEND Support Plans (SSPs) are in place for disabled pupils, and all staff are aware of pupils' needs. Staff and Governors are confident that their needs will be met.
Ensure the school staff & governors are aware of access issues	To ensure staff and governors can access areas of school.	Ongoing process	Headteacher/SENDCo	Access to all areas of the school will be ensured and will be continuously monitored to make sure any new needs arising are being met.
	Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing process	Headteacher/SENDCo	Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.
	Circulate information to relevant staff	Ongoing process		Access to work.

			Headteacher/SENDCo	Information in Staff Handbook and on staffroom notice board. Volunteers are aware of the school's policy on meeting the needs of children who have been identified as having a special educational need or disability.
Ensure access to a disabled toilet within the main building	Ensure that the toilet is always available. Emergency pull cord is checked.	Ongoing	Headteacher/SENDCo	Toilet is always available for use. Disabled children / parents / carers feel safe and supported
Ensure suitable access to the school building	Ensure that parents with a disability or parents of children with a disability have access to the car park to make accessing the school premises safe and easy.	Make sure there are enough clearly marked car parking spaces for people who have a disability. Procedures in place to make sure that parents who need access to the school's carpark are able to do so.	Headteacher/SENDCo	Disabled children / parents / carers / visitors feel welcome. Parents with a disability or parents of children who have a disability know that they are able to access the school's staff car park to make sure their access to the school is an easy one.
Ensure everyone has access to the Reception area	Ensure that nothing is preventing wheelchair access. Check the outer door is wide enough for a wheelchair.	Daily check to ensure the area is clear of obstructions - ongoing	Headteacher/SENDCo Headteacher / Governing Body	Disabled children / parents / carers / visitors feel welcome. Wheelchair users can enter the building with ease. Visitors can sit down if waiting for reception.

	Provision of appropriate seating.			Wheelchair users aren't waiting because staff sitting in the office can't see them
Maintain safe access for visually impaired people	Check exterior lighting is working on a regular basis	Ongoing checks	Headteacher /SENDCo	Visually impaired people feel safe in school grounds.
Ensure all disabled people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils – Personal Emergency Evacuation Plan (PEEP). Ensure all staff are aware of their responsibilities in evacuation. If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps.	Updated as and when needed for individuals.	Headteacher /SENDCo	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.
Provide hearing loops/ or similar equipment in classrooms to support pupils with a hearing impairment	Take advice on appropriate equipment if this becomes necessary.	As required	Headteacher / SENDCo	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Business Manager/ Site Agent	All disabled personnel and pupils have safe independent exits from school

Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Training provided linked to individual needs within school – continually reviewed through SDP/SEF.	Headteacher /SENDCo	Raised confidence of support staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Share information with all staff and agencies involved with each child enabling access to the curriculum	Ongoing	Headteacher /SENDCo	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	Headteacher/SENDCo	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Through PE and Teaching and Learning policy reviews/SDP/SEF evaluation and as and when needed for individuals.	SENDCo and PE co-ordinator	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Through PE and Teaching and Learning policy reviews/SDP/SEF evaluation and as and when needed for individuals.	Headteacher/SENDCo/Governing Body	Gradual introduction of disability issues into all curriculum areas

Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with 'Stay and Play' after school club staff, and people running other clubs after school.	As required	Headteacher /SENDCo	Disabled children feel able to participate equally in out of school activities. Disabled lift to access 'Stay and Play' after school club.
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Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Inclusive discussion of access to information in at parent/teacher annual meetings consultations.	Ask parents about preferred formats for accessing information e.g. braille, other languages	Annually	Headteacher /SENDCo	Staff more aware of preferred methods of communication and parents feel included. School website will become accessible to all.