



Accessibility Policy & Plan

Updated by PDBA

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Control version overview sheet

Page Number, Section	Alteration or Addition (Date)
Page 2, Statutory Responsibilities	Addition (27 th February 2021)
Page 3, What will the Accessibility plan do?	Alteration to Point 1 (27 th February 2021)
Page 4, What will the Accessibility plan do?	Alteration to Point 5 (27 th February 2021)
Page 4, What will the Accessibility plan do?	Addition (Point 9) (27 th February 2021)
Page 5, 6 & 7, Accessibility Plan	Addition and Alteration (27 th February 2021)

Accessibility policy and Accessibility Plan

Dovelands Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

The purpose of the Plan

The purpose of this plan is to show how Dovelands Primary School intends, over time, to increase the accessibility of our school for disabled pupils. 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 means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. 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.

Statutory Responsibilities

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make ‘reasonable adjustments’ to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

The reasonable adjustments duty is triggered only where there is a need to avoid ‘substantial disadvantage’. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with a long term illness. An impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that should be considered.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN. Just because a disabled pupil has SEN or has a statement does not take away the duty to make reasonable adjustments for them. In practice of course, many disabled pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

Definition of Disability

A person has a disability 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 carry out normal day-to-day activities.

What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school's Equality Information and Objectives and the SEN Policy, both of which can be accessed via our website.
2. Dovelands 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 educational, 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.
3. Dovelands 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. 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 prepared for life as are the able-bodied pupils. This encompasses 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; 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.
4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.
 5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Policy,
 - Equality Information & Objectives
 - Health & Safety Policy,
 - SEND Policy
 - Supporting Children with Medical Needs & First Aid Policy
 - School Improvement Plan
 6. The Accessibility Plan will be published on the school website.
 7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body
 8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
 9. The Accessibility Plan will support individual health care plans and Personal Emergency Evacuation Plan (PEEP) children to:
 - Identify areas of safety/refuge
 - Determine safe routes to a place of safety.
 - Name anyone appointed to assist the person in an emergency.
 - Name anyone appointed to assist with the administration of medicines or medical equipment
 - List specialist equipment that may be necessary.
 - Identify where staff training is needed.

Dovelands Primary School Accessibility Plan

February 2021 - February 2024

Target	Strategies	Outcome	Time frame
Equality and Inclusion			
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	Annual updates in line with CP updates.
To ensure that all policies consider the implications of disability access.	Consider during review of policies. Multi- agency meetings with SENCO. SENCO responsible to ensure that equality and disability is identified within each school policy.	Policies reflect current legislation.	Termly Actions arising to be raised with PO/SBM/SLT Annually – as policies are reviewed by SLT, PO and PDBA.
To keep up to date regarding changes and recommendations regarding disability, equality and accessibility guidelines	SENCO attends Multi-Service Meetings, SES network and SENCO meetings.	School is in line with statutory guidance and good practice.	Termly Joint Planning Meetings.

<p>Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible.</p>	<p>Advice sought from specialist advisors and EHCP are used to create individual programmes of study.</p> <p>Parental and external advice sought as necessary including from specialists.</p>	<p>Assessments Risk Assessments to ensure access to educational visits prior to visit Children with disabilities access school trips, special events, after-school clubs etc</p>	<p>Ongoing</p>
<p>To ensure that all parents who may have a disability can access school events and information.</p> <p>Explanation on the website that large print letters are available and That additional support can be offered through the school office</p>	<p>The main entrance can be used to access main building. Disabled parents who have a child in a mobile classroom will be offered for meetings to be held in the main building</p> <p>Large scale print for reports/newsletters/ correspondence if requested.</p>	<p>All parents are able to engage fully with the life of the school.</p> <p>Staff to be able to offer this if requested on a disability basis</p> <p>All communications can be accessed by all parents.</p>	<p>Reminders before parents evening and parent open days.</p>
<p>School to be aware of services available for visually and hearing impaired children, and children with Downs' Syndrome and other disabilities and SEND needs. Ongoing</p>	<p>Pupils on roll receive support form specialist services.</p>	<p>School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development.</p>	<p>Ongoing</p>
<p>Physical Environment</p>			

Ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Head Teacher, SBM, PO and PDBA . Suggest actions and implement as budget allows or as need arises.	Modifications will be made to the school building to improve access.	Termly health and safety check to be completed by PO, SBM and Governor which includes accessibility. Annual review of building accessibility
Continue advice on accessibility linked to new pupils who may have a disability.	SENCO and FS2 lead to ensure the needs of all new intake children are highlighted and taken into account before transition.	All children can access the school building especially FS1 areas on entry.	Reviewed annually.
Ensure that fire bells are audible in the mobile classroom.	PO & SBM tests the alarm weekly.	Fire alarm is clear and audible for all pupils and staff.	PO & SBM to test alarm weekly Termly Health and safety audit to ensure fire procedures are in line with local authority safety guidelines
Curriculum			
Ensure the school curriculum is fully accessible to all pupils including those with a disability.	Use of visual timetables Additional aids available e.g. pencil grips, coloured overlays and ICT to	Pupils have access to equipment appropriate to their needs.	Ongoing to meet identified need

	<p>promote disabled pupils' access to the curriculum</p> <p>Specialist agencies visit regularly to support staff & pupils.</p> <p>Identify and address training needs of staff to understand and meet the needs of pupils</p>	Support staff and teachers receive appropriate training.	
Ongoing training and professional forums for all teaching staff to meet the needs of pupils across the school.	<p>SENCO to review the needs of children and provide training for staff as needed.</p> <p>SENCO and other professionals to deliver training</p>	<p>All children's need can be met in the classroom</p> <p>Staff are able to enable all children to access the curriculum.</p>	On-going.
Medical			
<p>Access training if a child presents with medical needs, intimate care needs</p> <p>Update Epi Pen training as needed</p>	SENCO to ensure school coverage for staff trained in using an EpiPen and any other medical interventions as required to meet needs of each child.	Procedures are clear and staff are confident in supporting the children's medical needs	Health Care Plans reviewed termly.