

Dovecot Primary School

Accessibility Plan/Policy

Approved by:	Governors	Date: October 2023
Last reviewed on:	September 2023	
Next review due by:	October 2026	

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. We are committed to providing an 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. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request. The Accessibility plan will be drawn up to cover a three-year period. The plan will be updated and amended annually.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff, parents and governors.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AREA 1: ACCESSING THE CURRICULUM					
TIMESCALE	TARGETS	STRATEGIES	OUTCOMES	PEOPLE INVOLVED/RESPONSIBLE	ACTIONS & REVIEW
Completed Summer 2022, then ongoing	To ensure that all children have equal access to appropriate learning through adapted teaching and use of different methods of recording work.	<p>Staff to have training in adaptive teaching.</p> <p>Staff provided with different ways for children to record their work.</p> <p>Resources and policies reviewed regularly.</p> <p>Items purchased to support access to learning for individual need.</p> <p>Curriculum to incorporate</p>	<p>Work to be appropriately matched to provide challenge and mastery at the correct level for individual needs.</p> <p>Children will use different ways to record their work in a variety of lessons.</p> <p>Technology will be used to support</p>	<p>SENDCo</p> <p>Class teachers</p> <p>Support staff</p> <p>Admin Officer</p>	Review termly

		different ways to assess children's understanding.	specific needs and ensure fair access for all.		
Ongoing	To ensure accessibility materials and strategies are available for children with visual or hearing impairments.	Ensure transition between classes gives opportunity for success equipment and strategies can be shared Advice sought from Sensory Service	All children can have access to a full curriculum	Class teachers Support staff SENCO Sensory Service	Review termly and after specific specialist input and recommendations
Ongoing	Improve the delivery of information to parents/pupils with a disability	Review range of communication methods used in school to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Translation available on website 	To incorporate more 'child friendly' versions of information as required. To ensure all parents can access information	SLT/Caretaker	Review ongoing

Establish practices by Summer 2023 then ongoing	To support pupils to overcome anxiety and mental health difficulties as barriers to access the curriculum.	<p>Timetable to incorporate mental health strategies, overcoming anxiety and problem-solving.</p> <p>Establish and regularly revisit ACEs and use to inform behavioural support/therapeutic support.</p> <p>Reasonable adjustments for children who need an individual approach.</p> <p>Seek support from partner agencies to advise on barriers to learning and behaviour</p>	<p>All behaviour is recognised as a form of communication.</p> <p>Staff to have training to understand how to support children's mental health</p> <p>Children will understand how to recognise their own mental health and anxieties and know strategies to support themselves and others,</p>	<p>SENDCo</p> <p>Class teachers</p> <p>Pastoral Lead</p> <p>Support staff</p> <p>Therapeutic services</p>	<p>Termly reviews</p> <p>Ongoing staff training and updates</p>
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AREA 2: PHYSICAL ENVIRONMENT

TIMESCALE	TARGETS	STRATEGIES	OUTCOMES	PEOPLE INVOLVED/RESPONSIBLE	ACTIONS & REVIEW
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<p>Aut 2 23 then ongoing</p>	<p>Ensure all people with a disability can be safely evacuated/assisted to lockdown zone.</p> <p>Ensure all staff are aware of their responsibilities in an evacuation/lockdown.</p>	<p>ICE CATS training for staff, parents and children</p> <p>Update SEMP</p> <p>Ensure there is a Personal Evacuation Plan for all pupils and staff who need additional consideration in an emergency.</p>	<p>All stakeholders trained in effective safety model</p> <p>All people with a disability are safe in the event of an emergency.</p> <p>All staff are aware of their own responsibilities during an evacuation/ lockdown.</p>	<p>Jo Carter/Parents/Staff</p> <p>All staff/SLT/Caretaker</p>	<p>Review annually</p> <p>Practice procedures termly</p>
<p>Autumn 23</p>	<p>Improve and maintain access to the physical environment</p>	<p>Improve fencing around school - ensuring disable access</p> <p>Move disabled parking space closer to main gate.</p>	<p>Access to building from car park is effective for disabled visitors</p>	<p>SLT/Caretaker</p>	<p>Review annually</p>

