



## DALLIMORE PRIMARY & NURSERY SCHOOL

### ACCESSIBILITY PLAN

#### Introduction

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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 pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

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

#### Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents, although there are some areas that have steps and access for pushchairs/ wheelchairs is restricted. These areas are detailed below.

<b>Building</b>	<b>Features</b>
Main building/ hall	All classrooms have flat entrance/ exits.  The main entrance is now fully accessible from the car park by separate pedestrian access. Along with level access to the hall.  All fire exits from the main building accessible to pupils with mobility problems and wheelchair users.  There is the provision of three disabled toilets within the main building  Corridors are wide enough for wheel chairs to be used.
Foundation Unit	Entrance to both classrooms is flat

	There are two disabled toilets in the Unit.  There is access to the outdoors although access to the lower outdoor area is via a side gate.
Playground	Access is available without the need to use steps. The access to the lower playground is via steps (with yellow markings) and the grass area can become muddy.
Field Area	Available for all pupils.
Pond and growing area	Unfortunately there is limited access for pupils with mobility problems to the Forest Area and pond viewing area as it has become overgrown over the build period.
Access and Car Park	New paths are in place with separate pedestrian access routes around the perimeter and into the school. Dedicated parking bays are now in place for 2 vehicles

### **Evacuation Procedures**

**The school's Fire Drill** lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

### **Curriculum Access: Teaching, Learning and Assessment**

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a main stream primary school we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees.

Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review.

If necessary advice will be sought from the appropriate national and local agencies in order to meet the needs of pupils as necessary. This may be:

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The school's ICT network provides wireless access to pupils in all locations and effective use of these facilities can minimise difficulties of mobility and sight impairment in particular. A sound field system has been installed to provide audio clarity of the teachers voice to assist pupils with hearing impairments.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCO, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

**Action Plans**

<b>Target</b>	<b>Strategies</b>	<b>Time</b>	<b>Success Criteria</b>
Main building	<ul style="list-style-type: none"> <li>• Increase effectiveness of the Sound Field system</li> </ul>	<ul style="list-style-type: none"> <li>• Before hand over of Building</li> </ul>	<ul style="list-style-type: none"> <li>• System works effectively for pupils with hearing impairments</li> </ul>
Forest Area	<ul style="list-style-type: none"> <li>• Tidy up of area and reinstate pathways to a better standard</li> </ul>	<ul style="list-style-type: none"> <li>• End of Spring Term</li> </ul>	<ul style="list-style-type: none"> <li>• Good access around the area</li> <li>• Pond viewing area reinstated</li> </ul>

**Policy date: Jan 2018**

**Policy Review date: Jan 2021**