



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.

We are working within a national framework for educational inclusion provided by:

- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- Inclusive School (DfES 0774/2001)
- OFSTED

Our Aims are to provide:

- Full access to the curriculum
- Full access to the physical environment
- Full access to information

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.

Responsibilities

All staff are responsible for identifying and removing barriers to learning for pupils with disabilities or additional needs.

All leaders are responsible for improving accessibility within their area of responsibility.

The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.

The SENCOs are responsible for ensuring that all current students' needs are covered by this plan and for monitoring its effectiveness in meeting disabled pupils needs.

The Governing Body is responsible for the approval of this plan.

Current good practice:

- We ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.
- All entrances to the school are flat and have wide doors. The main entrance and foundations entrance have been re tarmacked to remove trip hazards and dips.
- The main school entrance has a wide, automatic door. The lobby is fully accessible for wheelchair users and has a low desk and a hearing loop installed.
- The Foundation Unit entrance has an intercom installed to alert staff to attend or assist with the door.
- There are sufficient disabled toilet facilities in both main school and the foundation unit. All fitted with a handrail and a pull emergency cord.
- The school has internal emergency signage and escape routes are clearly marked.
- We have installed a Sound Field system in the main school classroom to aid clarity to teaching no matter where a pupil sits in class.
- We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult.
- We consult with experts when new situations regarding pupils with disabilities are experienced.
- We support staff with disabilities by offering modifications and supporting with access to work funding.

Accessibility Audit – Jan 2021

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.

Area	Comments
Communication	<p>Information available in different format – letter, text, dojo</p> <p>Regular updates / newsletters to parents in place</p> <p>Consultation with parents/ reviews with SENCOs</p> <p>Hearing Loop in Reception</p> <p>Communication with parents and information sharing has improved with use of Class Dojo</p> <p>All staff now have a school email address and use of TEAMS for group/ all staff messages is very successful</p>
Supporting pupils and staff with additional needs	<p>1 to 1 TA support in place</p> <p>IEPs in place</p> <p>Staff training in areas such as diabetes, cystic fibrosis.</p> <p>All staff have attended basic first aid course.</p> <p>Compliant number of staff trained to be paediatric first aid trainers and adult first aiders.</p> <p>Ongoing guidance and support from Speech and Language Team, School Nurses and other health professionals</p> <p>Pastoral care including qualified Thrive practitioners.</p> <p>Use of scribes / readers for national tests/ assessments</p>
Teaching Resources and equipment to ensure access to curriculum for all pupils	<p>Strategic deployment of TAs and interventions</p> <p>Use of ICT equipment</p> <p>Specialised kit and stationery supplied – support chair, coloured reading overlays, pencil grips, adapted pens, chew/fiddle toys, ‘quiet areas’.</p> <p>Sound field system is in place</p>
Access in and around Main building/ hall	<p>All classrooms have flat entrance/ exits.</p>

	<p>The main entrance is now fully accessible from the car park by separate pedestrian access. Along with level access to the hall.</p> <p>All fire exits from the main building accessible to pupils with mobility problems and wheelchair users.</p> <p>There is the provision of three disabled toilets within the main building</p> <p>Corridors are wide enough for wheelchairs to be used. Rails on sloping walkways.</p> <p>Hearing loop is available on reception for visitors.</p> <p>Sound field system is installed in classrooms.</p>
Access in and around Foundation Unit	<p>Signage is clear.</p> <p>Entrance to both classrooms is flat.</p> <p>There are two disabled toilets in the Unit.</p> <p>There is access to the outdoors although access to the lower outdoor area is via a side gate.</p> <p>Trim Trail surface has now been replaced.</p>
Access in and around Playground	<p>Access is available without the need to use steps.</p> <p>The access to the lower playground is via steps (with yellow markings) and the grass area can become muddy.</p>
Access in and around Field Area	<p>Available for all pupils.</p>
Access in and around Pond, Forest and garden areas	<p>There is now some level of access for pupils with mobility problems to the Forest Area and pond viewing area.</p>
Entrance and Car Park	<p>Signage is clear.</p> <p>Paths are in place with separate pedestrian access routes around the perimeter and into the school.</p> <p>Dedicated parking bays are now in place for 2 vehicles</p>

Access Audit

Action Plan from last Audit – Jan 2018

Target	Strategies	Time	Comment
Main building	<ul style="list-style-type: none"> Increase effectiveness of the Sound Field system so that system works effectively for pupils with hearing impairments 	<ul style="list-style-type: none"> Before hand over of Building 	<ul style="list-style-type: none"> Engineers called back in to check KS2 Sound Field in March 2018 and discovered wiring error. Resolved.
Forest Area/ Garden	<ul style="list-style-type: none"> Tidy up of area and reinstate pathways to a better standard 	<ul style="list-style-type: none"> End of Spring Term 	<ul style="list-style-type: none"> Area 'cleared' in Nov 2020 with help of Shipley Park Ranger and staff. Now fair access around the area Pond viewing area reinstated Paths re – gravelled to provide better access Shed purchased and poly tunnel recovered to provide safe storage of equipment

Actions from January 2021 Audit

Target	Strategies	Time	Comment
Effective communications with parents and staff	<ul style="list-style-type: none"> Review use of communication methods annually Where possible send information digitally to parents rather than hard copies Key info retained on website Use Microsoft Forms to obtain survey more easily from parents. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Look at new methods and review eg) Integris, T2P
Training for Staff on increasing access to the curriculum for all pupils	<ul style="list-style-type: none"> Online courses / CPD for staff First Aid Training kept up to date Training for pupils' specific medical needs 	<ul style="list-style-type: none"> When identified On renewal date 	<ul style="list-style-type: none"> Includes diabetes management, Cystic Fibrosis
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils	<ul style="list-style-type: none"> Purchase additional IT resources eg) I pads Frequent update of apps for a variety of learning difficulties as recommended by SSEN Department. 	<ul style="list-style-type: none"> Summer Term 	<ul style="list-style-type: none"> Need approval from Govs for purchase
Adaptations to the curriculum to meet the needs of the individual learners	<ul style="list-style-type: none"> Support provided to individuals to allow them to access the wider curriculum. 	<ul style="list-style-type: none"> Summer term 	<ul style="list-style-type: none"> Decision based on recent curriculum review.
Physical environment - Main building	<ul style="list-style-type: none"> Provision of toilets for staff and pupils with a disability 	<ul style="list-style-type: none"> Immediately 	<ul style="list-style-type: none"> Staff reminded not to store in disabled toilets
Physical environment - Forest School	<ul style="list-style-type: none"> Clear access to Forest School 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Keep walkways clear and replace gravel when required

Policy date: Jan 2021

Policy Review date: Jan 2024