

Dean Bank Primary and Nursery School

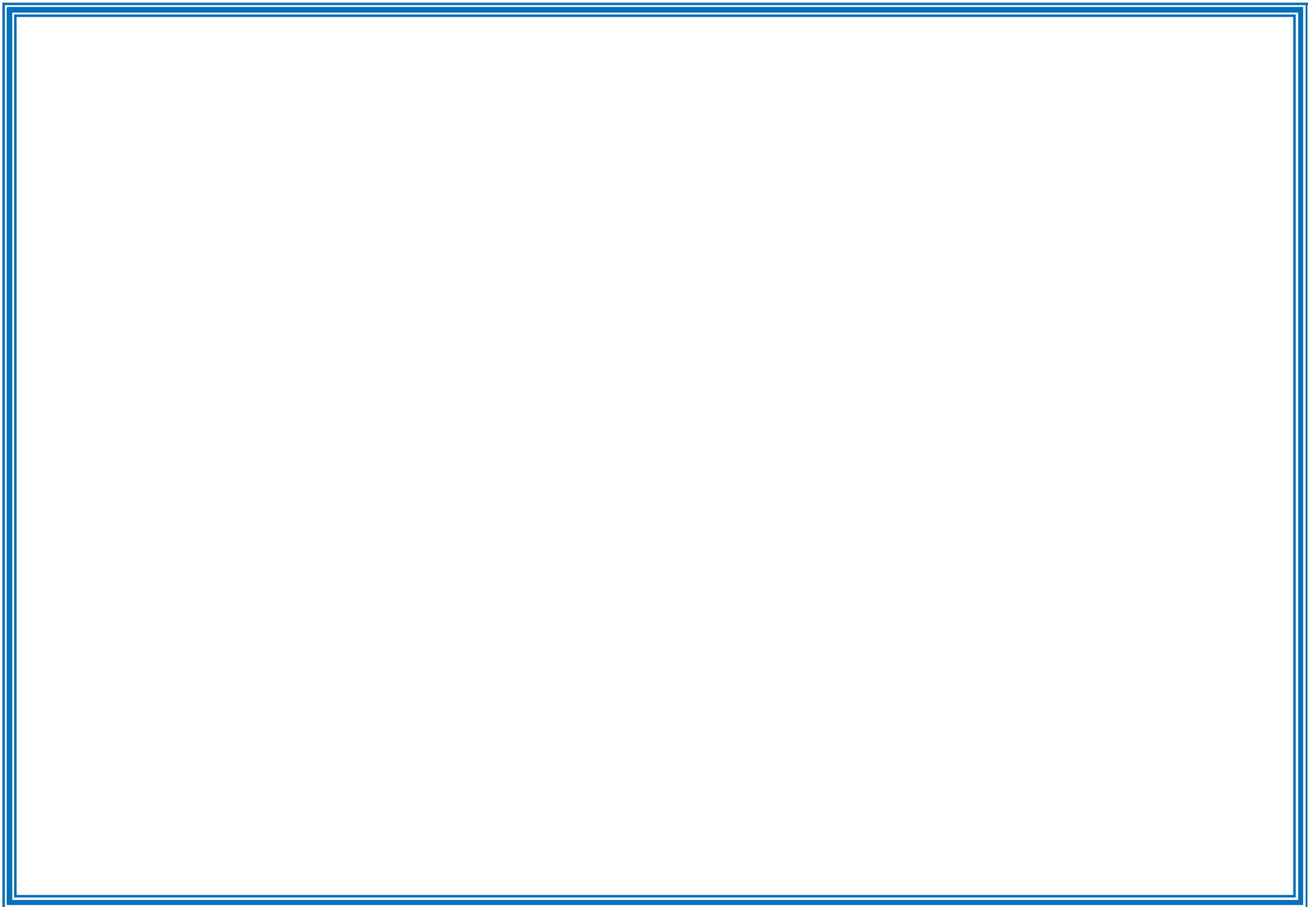


Accessibility Plan

Headteacher: Mrs P Northcott
Chair of Governors: Mr J Lindsay
Responsible Person:

Date: March 2018
Date for Review: September 2021





General Principles

At Dean Bank Primary we know that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Introduction:

With this in mind this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from March 2018 - September 2021.

The Accessibility Plan is underpinned by the principles outlined in our Equality Policy.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

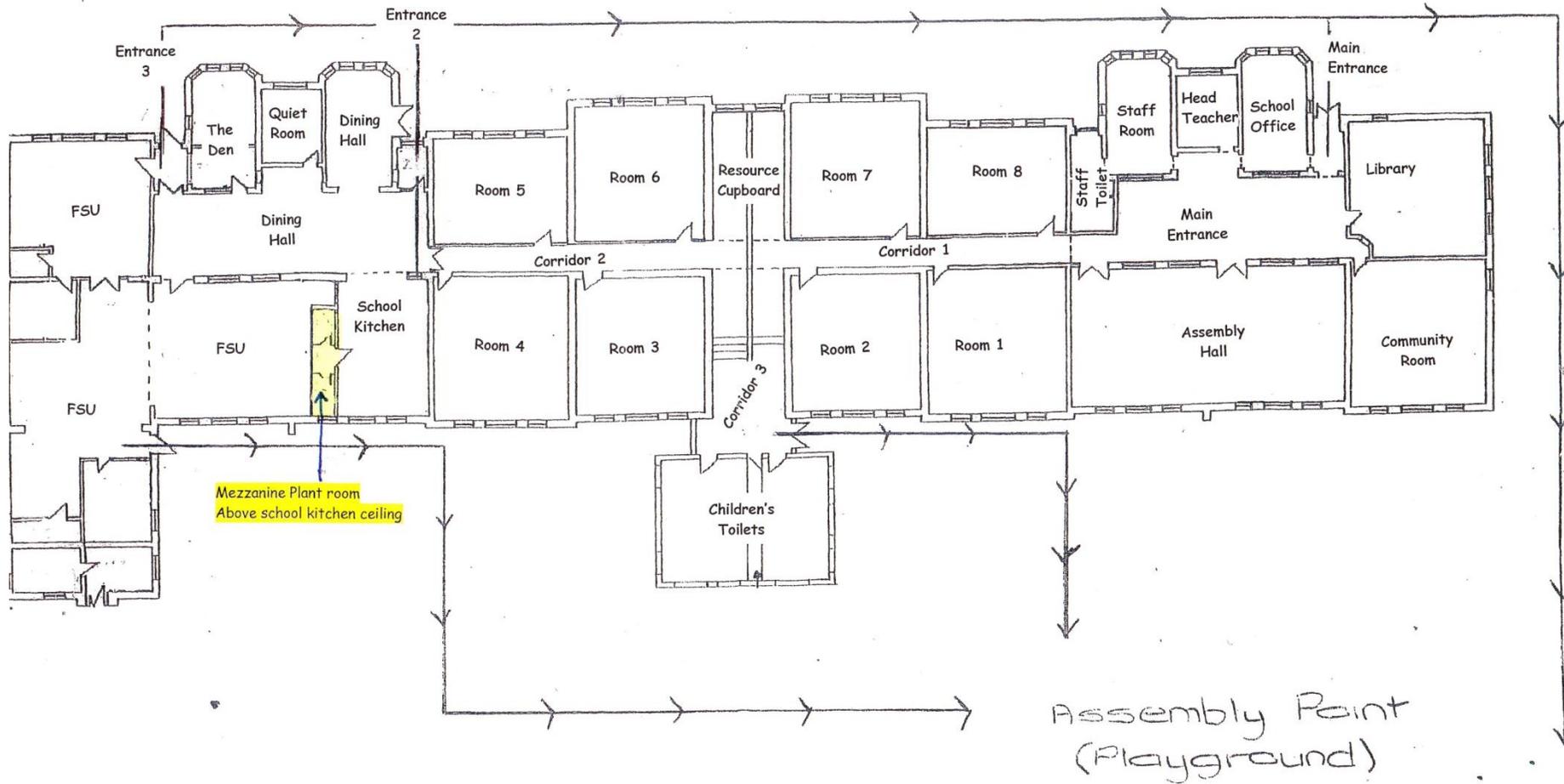
- Improve awareness of **Equality and Inclusion**.
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to **the curriculum** for pupils with a physical impairment, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as those pupils without an impairment; (If a school fails to do this they are in breach of the Equality Act 2010). 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the **Access to information** for pupils, staff, parents and visitors with impairment and additional needs. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

This Accessibility Plan should be read in conjunction with all school policies, strategies and documents

Review

The Governing Body reserves the right to review and amend this policy statement from time to time, as appropriate. This document will be reviewed at least annually and redrafted every three years.

Building Plan showing accessible route



Aim/Priority	Strategies/Actions	Timeframe for completion	Impact and evidence
Equality and Inclusion			
Accessibility Plan and Equality Policy becomes an annual agenda item at Governor Meetings.	Clerk to Governors to add to list of required publication details.	Annually.	Adherence to current legislation.
Accessibility Plan and Equality Policy becomes an annual agenda item at Staff Meetings.	Head Teacher and Teacher Governors to inform of required details	Annually.	Adherence to current legislation.
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents	Discussions to be held by October 2018. Training to be on going.	Whole school community aware of issues relating to Access
Positive Attitudes towards those with disabilities are promoted	Collective Worship, PSCE lessons, books and posters	On going	Those with a disability have raised self-esteem. Increased awareness within school
Review Inclusion and Equal Opportunities for recorded evidence of how staff provides access in all areas to all pupils.	Review policies with staff and governors.	Short Term. Discussions to be held by October 2018. Medium Term Equality Policies by the end of Spring Term 2019 Long Term Annual review and training.	Policies reflect adherence to current legislation.

Aim/Priority	Strategies/Actions	Timeframe for completion	Impact and evidence
Physical Environment			
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Named Governors to audit accessibility of school buildings and grounds. Physical environment priorities to be identified from the audit.	<p>Short Term Accessibility Audit to be completed by April 2018</p> <p>Medium Term Action Plan drawn up by September 2018</p> <p>Long Term To be reviewed annually</p>	<p>Any modifications needed will be made to the school building and grounds that are needed.</p> <p>All will be able to access the school buildings and grounds.</p>
<i>Priorities to be identified from the audit</i>			

Aim/Priority	Strategies/Actions	Timeframe for completion	Impact and evidence
Curriculum			
Continue training for teachers and support staff on different aspects of SEND including differentiation when required.	Review the needs of children with specific issues, provide all relevant training.	On going	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. All children are able to access the curriculum.
Out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	On going	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
Classrooms are organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Class teachers to review layout of furniture and specialist equipment to support the learning process in individual class rooms.	On going - Reviewed annually.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils. All children will be able to access the curriculum
Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.	SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	On going.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.
All children with SEND have detailed Support Plans. A more effective tracking system has been introduced to enable all staff to track SMART easily and measure progress.	SENCO will ensure appropriate training and support is given to teachers to write Support Plans.	Training in staff meetings by SENCO Ongoing	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.

Aim/Priority	Strategies/Actions	Timeframe for completion	Impact and evidence
Access to Information			
<p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats.</p>	<p>Review all current school publications and promote the availability in different formats for those that require it.</p> <p>Ensure all letters and publications are available to download on the website.</p>	<p>To know what support the LA provide by September 2018</p> <p>All letters and Newsletters by January 2019</p>	<p>The school will be able to provide written information in different formats when required for individual purposes.</p> <p>Individuals will be able to access information and use translate, viewers or other forms of accessible online support.</p>