

Dean Bank Primary and Nursery School



Accessibility plan

Headteacher: Mrs P Northcott
Chair of Governors: Mr J Davison



Date: September 2021
Date for Review: September 2022

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1. Vision Statement

At Dean Bank Primary and Nursery School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that all children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment, both locally and globally.

Dean Bank Primary and Nursery 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 education, 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 school.

2. 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

At Dean Bank Primary and Nursery School, our aim is to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This aim also applies to adults in school, parents and carers and visitors.

Dean Bank Primary and Nursery School is an inclusive school for 2-11 year olds which caters for a wide range of SEND, including pupils with:

- Communication and interaction needs;
- Cognition and learning needs;
- Social, emotional and mental health difficulties;
- Sensory or physical needs.

At Dean Bank Primary and Nursery School, we do our best to ensure that the necessary provision is made for any pupil who has special educational needs or a disability and those needs are made known to all who are likely to teach them. As a school, we do everything we can to ensure that teachers are able to identify and provide for those pupils who have special educational needs and

disabilities to allow pupils with SEND to join in the activities of the school together with pupils who do not have SEND.

All children with SEND will be given every opportunity to develop to their full potential with the guidance and support of their class teacher, members of our support staff team, the SENCO and relevant Outside Agencies.

Dean Bank Primary and Nursery School is committed to ensuring that the necessary provision is made for every pupil. We are passionate about providing an inclusive education for all and we strive to meet the needs of all children from 2-11 with a learning difficulty, disability, disadvantage or Special Educational Need.

The Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;
- become confident individuals living fulfilling lives, and;
- make a successful transition into adulthood, whether into employment, further or higher education or training.

At Dean Bank Primary and Nursery School, we deliver an appropriate curriculum to:

- Provide suitable learning challenges;
- Meet the children's diverse learning needs;
- Remove the barriers to assessment and learning.

The teaching needs of all pupils, particularly children with SEND, requires:

- Positive attitudes from all staff;
- Partnerships between children and teachers which encourage them to become active learners, helping to plan, build and evaluate their own learning whenever possible;
- A climate of warmth and support in which self-confidence and self-esteem can grow and in which pupils with SEND can experiment without fear of criticism or failure;
- Partnerships between home and school;
- Extra support at times in order to access National Curriculum and wider school life.

Inclusion and equality are central to our approach at Dean Bank and underpin everything we do. We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disabilities and additional needs on a regular basis, both through written communications and questionnaires and verbally in conjunction with our termly Parents' Evenings. We ensure that parental difficulties do not become barriers in collecting this information.

Our curriculum is fully inclusive and we take all the steps necessary to ensure that all pupils are able to participate fully in all lessons and activities. We do not see disabilities as a barrier to learning and we ensure that all pupils with disabilities are able to participate in all aspects of our school curriculum along with our extra-curricular activities and wider provision. Some aspects of extra-curricular provision may present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, PE lessons and after-school clubs for pupils with

physical impairments or school trips for pupils with medical needs, however we ensure that we address and overcome these difficulties with support from parents and carers and outside agencies as appropriate to ensure that they do not become barriers for participation.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Where difficulties and disabilities are identified, the SENCO, with support from the Head Teacher when required, works to amend and adapt current practice, seeking advice and support from outside agencies when needed, to ensure that it remains appropriate and accessible for all pupils.

This Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

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

As a school, we support any available partnerships to develop and implement the plan. This plan will be implemented in line with guidance provided by Durham Local Authority.

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

Our school Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and consultations with pupils, parents, staff and governors. Other outside agencies and specialists have also been consulted. This document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

3. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a clearly differentiated curriculum for all pupils</p> <p>Adaptations are made in all subject areas to meet the needs of all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities and whole school events address and celebrate individual difference, disability and diversity throughout the year</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed and adapted regularly to ensure it meets the needs of all pupils</p>	<p>Short Term</p> <p>To review current provision to ensure that the needs of all pupils are fully met</p> <p>To ensure barriers are removed to ensure full access and participation</p> <p>Long Term</p> <p>To ensure full access to the curriculum for all children</p>	<p>Ensure that all staff are following LA and school policies and procedures to support pupils with special educational needs or a disability</p> <p>Apply Quality First Teaching, follow the plan, do assess , review graduated approach, implement SEND Support Plans, Health Care / Medical plans</p> <p>Ensure Good links with relevant Outside Agencies to ensure that additional support and advice is available and in place</p>	<p>SLT</p>	<p>Review Annually</p> <p>Ongoing</p> <p>Review annually</p>	<p>All pupils are able to participate fully in the school community</p> <p>Barriers to the curriculum will be reduced or eliminated to the best of the school's ability.</p> <p>School policies will be up to date and will outline how barriers will be overcome</p> <p>The SENCO will regularly share and support the implementation of policies and procedures to support all children with SEND</p>

		<p>Short Term</p> <p>To identify current needs of children and seek advice where required</p> <p>Long Term</p> <p>To establish close liaison with outside agencies for pupils with ongoing health needs e.g. asthma, allergies, mobility issues</p>	<p>Ensure that health, medical / care plans are in place and reviewed regularly, depending on the needs of the individual</p> <p>Clear risk assessments are in place</p> <p>Personal evacuation plans are in place and staff are aware of their role in these situations. These are reviewed regularly.</p> <p>Toileting and intimate care needs are addressed and staff are aware of these.</p> <p>Letters / questionnaires are sent to parents and discussions take place at parents consultation evenings where applicable to gather information about current requirements for individual children.</p> <p>Liaise with healthcare staff and outside agencies to ensure that</p>	<p>SLT (trained first aiders to support this process)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Fire evacuation plan regularly updated</p> <p>Intimate care policy and Specialist Nappy Changing policy regularly updated</p>	<p>The SENCO and SLT will ensure that staff are confident to support pupils and their families offering regular meetings and operating an open-door policy to ensure information is shared with school</p> <p>Staff will work closely with outside agencies to ensure that barriers to the curriculum are reduced or eliminated</p>

			procedures are in place and the needs of children are being met effectively.			
		<p>Short Term</p> <p>To liaise with parents to review the needs of the new intake in the first half of the Autumn term each year</p>	<p>Nursery and Reception staff to meet with new parents to discuss needs</p> <p>Any barriers identified are discussed with parents and shared with the SENCO</p>	<p>EYFS Staff (support from SENCO as needed)</p> <p>On going in Nursery and 2 year old</p>	ongoing	<p>Children transferring from EYFS settings have their needs met quickly and effectively</p> <p>Barriers to the EYFS curriculum are reduced or eliminated through effective</p>

			Adaptations are made wherever possible to ensure barriers are reduced or eliminated.	provision		communication
		<p>Long Term</p> <p>To closely monitor and review the attainment and progress of all pupils with identified SEND</p>	<p>As part of the whole school monitoring and evaluation process, ensure that all staff are effectively tracking, using data and coordinating termly reviews for pupils with SEN Support and annual reviews for EHCPs.</p> <p>Encourage parents and children to work with staff to share information on a regular basis.</p>	Class teachers (support from SENCO as needed)	Ongoing – assess each half term / pupil progress reviews	<p>All pupils are tracked regularly and effectively</p> <p>The data is used to ensure that all pupils have full access to the curriculum</p> <p>Barriers are reduced or eliminated through evaluation of current provision using data to support judgements</p>
		<p>Medium Term</p> <p>To promote involvement of all pupils with disabilities in all classroom activities.</p>	<p>Develop and promote a whole school ethos around self-help skills and independence</p> <p>Encourage participation and enhancing experiences within the abilities of individual pupils</p>	All staff	Ongoing	Barriers to the curriculum are reduced or eliminated in an environment where all pupils are encouraged to be independent and participate in all offered experiences to the best of their ability

		<p>Medium Term</p> <p>To monitor the attainment of more able and gifted and talented pupils</p>	<p>As part of the whole school monitoring and evaluation process, ensure that all staff are effectively tracking, using data to provide appropriate challenge to all pupils, including those who are more able, gifted or talented</p> <p>Provide opportunities for GMAT pupils to participate in organised events including the SSP PE events</p> <p>Encourage parents and children to work with staff to share information on a regular basis through outside interests data collection, discussions at parents evenings and other meetings as appropriate</p>	All staff	ongoing	<p>All pupils are tracked regularly and effectively and the data is used to ensure that all pupils have full access to the curriculum.</p> <p>School and home work in partnership to support the needs of individuals, in this case more-able children or those who are gifted and talented All pupils are able to participate fully in the school community</p>

Improve and maintain access to the physical environment	<p>The environment is adapted to meet the needs of pupils, staff and visitors as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Automatic main door <p>Wider doors (though this is not in all parts of the building)</p> <ul style="list-style-type: none"> • Resources at an appropriate level for wheelchair users • Internal flooring that is suitable for wheelchair users and people with mobility difficulties • Disabled lift in main corridor • Disabled parking outside main entrance. • Disabled toilet for children • Intimate care policy, Intimate Care Policy for Specific Nappy Changing are in place 	<p>Medium Term</p> <p>To improve the physical environment of the school.</p> <p>Short Term</p> <p>To ensure the building is accessible for current pupils, staff, and regular visitors and current known needs are met</p>	<p>To ensure that access to parking, the school building and all school entrances / exits meets with current advice and requirements</p> <p>To have Personal Emergency Evacuation Plans (PEEPs) in place for identified pupils, staff and regular visitors as required</p> <p>To ensure visitor notices and signage, evacuation policy, fire assembly points are clear and accessible</p>	Caretaker School Business Manager	Ongoing	<p>The relevant paperwork supports the needs of all pupils, visitors, parents and staff</p> <p>Signage and emergency procedures are clear and accessible to all</p>
		<p>Short Term</p> <p>To ensure that current toileting needs are fully met</p>	<p>To ensure that the nursery changing area is suitable to meet current requirements and can be adapted as required to address disabilities or additional physical needs</p>	EYFS Staff	Ongoing	<p>Minimum requirements for the disabled population are met within the school building</p>

		<p>Medium Term</p> <p>To improve the physical environment of the school</p> <p>Short Term</p> <p>To ensure the building is accessible for current pupils, staff and regular visitors and current needs are met</p>	<p>To improve access for the disabled population – meet with the minimum requirements for wheelchair users.</p> <p>All classrooms to have clear and accessible layout</p> <p>All areas of school use visual aids when required</p> <p>To ensure that if a child has a special educational, medical or health need, a named person and Personal Emergency Evacuation Plan is in place, if required, to ensure safe evacuation in the case of emergency.</p>	<p>School Business Manager</p> <p>Head Teacher</p> <p>SENCO</p> <p>SLT</p>	<p>Ongoing</p>	<p>The school environment is accessible to all pupils, visitors, parents and staff</p> <p>Uniformity is seen to support users with additional needs</p> <p>Emergency plans are in place and all staff are fully aware of their roles in the case of an emergency. Plans are reviewed regularly.</p>
		<p>Short Term</p> <p>To ensure that all aspects of the school day can be accessed by all pupils, staff and visitors</p>	<p>Staff to support children with additional needs with making choices i.e. visual aid or verbal support at meal times and snack time</p>	<p>All staff</p>	<p>Ongoing</p>	<p>The school environment is accessible to all pupils, visitors, parents and staff</p> <p>Additional needs do not prevent active participation in any aspect of the school day.</p>

		<p>Medium Term</p> <p>To ensure the whole school environment is visually stimulating for all children</p>	<p>Ensure that there is clear and accessible signage throughout school to support children, staff, parents and visitors with SEND</p>	<p>All staff</p> <p>SLT to monitor uniformity</p>	<p>Ongoing</p>	<p>The school environment is accessible to all pupils, visitors, parents and staff</p>
		<p>Long Term</p> <p>To ensure that all people with a disability are able to be fully involved in school life</p>	<p>Develop and promote a whole school ethos around self-help skills and independence</p> <p>Encourage participation and enhancing experiences within the abilities of individual pupils</p> <p>Follow school policies and procedures i.e. QFT in all lessons, additional needs recognized and addressed through the graduated approach, the implementation of SEND plans</p> <p>Practice is in line with agreed school policies, LA Guidance and minimum requirements are met</p> <p>Additional support and advice from Outside Agencies is sought as required and followed to</p>	<p>All staff</p> <p>SLT to monitor</p>	<p>Ongoing</p>	<p>The school environment is accessible to all pupils, visitors, parents and staff through a shared and inclusive approach</p> <p>Barriers to the curriculum are reduced or eliminated in the environment where all pupils are encouraged to be independent and participate in all offered experiences to the best of their ability</p>

			overcome barriers.			
		<p>Short Term</p> <p>To ensure that the medical needs of all pupils are fully met within the capability of the school</p>	<p>Ensure that health, medical / care plans are in place and reviewed regularly / annually as appropriate</p> <p>Risk assessment are in place as required</p> <p>Personal emergency plans are in place, if required, and all staff are aware of their roles in emergency situations</p> <p>Toileting and intimate care needs are identified and plans are formed. All staff are aware of these needs</p> <p>Information is gathered from parents / carers on a regular basis to ensure medical needs are highlighted and are understood by staff.</p> <p>Care plans are completed with parents</p> <p>Liaise with relevant healthcare staff and outside agencies to ensure that procedures are in place and the needs children are</p>	<p>SENCO</p> <p>Trained first aiders</p>	<p>Ongoing</p>	<p>The relevant paperwork supports the needs of all pupils, visitors, parent and staff</p> <p>Signage and emergency procedures are clear and accessible to all</p> <p>Barriers to the curriculum are reduced or eliminated in an environment where all pupils are encouraged to be independent and participate in all offered experiences to the best of their ability</p> <p>Emergency plans are reviewed regularly and all staff are aware of their roles and responsibilities.</p>

			<p>being met effectively</p> <p>Complete any relevant staff training to ensure that all staff have the relevant knowledge to meet the medical / care needs of all the pupils.</p>			
		<p>Short Term</p> <p>To ensure that parents and carers with disabilities have every opportunity to be involved in school life</p>	<p>Gather information regularly and provide opportunities for parents to share information about current need and requirements of parents / carers, for example parents with a learning difficulty, EAL, HI, VI</p> <p>Invite parents to share in confidence with relevant staff</p> <p>Ensure all parents / carers are aware that the school has an open door policy so information can be shared at any time</p>	All staff	Ongoing	<p>Parents and prospective pupils with a special educational need or a disability are able to participate fully in the school community</p> <p>Barriers to the curriculum will be reduced or eliminated to the best of the school's ability</p> <p>An open-door policy is in place so that their families can share information to support their accessibility needs</p> <p>Parental engagement ensures that additional needs of family members are shared with school and actions can be taken to overcome any barriers to participation</p>

		<p>Medium Term</p> <p>To improve community links</p>	<p>Work with relevant professionals, parents and outside agencies relevant to supporting the children and families in school</p> <p>Develop an awareness among all pupils of the community</p> <p>Celebrate the diversity and individuality within school and within the wider community</p>	All staff	Annually	<p>Links will be maintained with professionals, parents, outside agencies etc. relevant to supporting all children and families</p> <p>Pupils and prospective pupils with a special educational needs or a disability are able to participate fully in the school community and barriers to the curriculum will be reduced or eliminated to the best of the schools ability</p> <p>An open-door policy will encourage pupils and their families to share information to support their accessibility needs</p> <p>Community links will increase and children will have regular opportunities to celebrate diversity and individuality</p>
		<p>Short Term</p> <p>To ensure that the roads and paths around school are safe as possible for all users</p>	<p>Caretaker to continually inspect school premises to ensure site safety</p> <p>Defects to be reported to SBM immediately</p>	Caretaker School Business Manager	Ongoing	<p>The school environment is accessible to all pupils, visitors, parents and staff</p>

			Bikeability training and pedestrian training to be delivered to KS2 children annually to increase awareness – adaptations to be made as necessary to ensure all children are able to participate			
Improve the delivery of information to pupils and parents/ carers with a disability	<p>Our school uses a range of communication methods to ensure information is accessible to pupils, parents/ carers and visitors</p> <p>This includes:</p> <ul style="list-style-type: none"> • Clear internal and external signage that is at an appropriate height and in appropriate font • Pictorial and symbolic representation to ensure messages are fully understood • Access technology to ensure children can access learning alongside their peers e.g. use of apps to support pupils with VI • Texts and electronic Dojo messages are sent to all parents • Interpreters are used to 	<p>Short Term</p> <p>To establish close liaison with parents</p> <p>Long Term</p> <p>To establish close liaison with all parents</p>	<p>Gather information regularly and provide opportunities for parents to share information about current need and requirements of parents/ carers, for example parents with a learning disability, EAL, HI, VI</p> <p>Share with parents a named member of staff to be responsible for meeting additional communication or accessibility needs of parents and children in school</p> <p>Develop clear signage to support accessibility requirements and meet the communication needs of staff, pupils, parents and visitors</p> <p>Ensure the website and facebook page is up to date and accessible to</p>	SLT School Business Manager	Ongoing	<p>Pupils and prospective pupils with a special educational need or a disability are able to participate fully in the school community</p> <p>Barriers to the curriculum will be reduced or eliminated to the best of the schools ability</p> <p>An open-door policy will enable pupils and their families to share information to support their accessibility needs</p> <p>Alternative methods of communication will be explored and evaluated to ensure their effectiveness</p>

	<p>support parents HI at parents evenings and at other times as requested</p> <ul style="list-style-type: none"> Reserved seating is used for whole school performances / meetings to increase accessibility 		<p>staff, pupils, parents and visitors</p> <p>Review additional arrangements with identified parents regularly to evaluate effectiveness and identify any additional needs.</p>			
		<p>Short Term</p> <p>To support parents with hearing impairments</p>	<p>Gather information regularly and provide opportunities for parents to share information about current need and requirements of parents / carers, for example parents with a learning difficulty, EAL, HI, VI</p> <p>Share with parents a named member of staff to be responsible for meeting additional communication or accessibility needs of parents and children in school</p> <p>HI interpreter used to share information at parental consultation evening</p> <p>Reserved seating used for meetings and school performances</p>	SLT	Ongoing	<p>Pupils and prospective pupils with a special educational need or a disability are able to participate fully in the school community</p> <p>Barriers to the curriculum will be reduced or eliminated to the best of the school's ability</p> <p>An open-door policy will enable pupils and their families to share information to support their accessibility needs</p>
		Short Term	Gather information	SLT	Ongoing	Pupils and prospective

		To support parents with visual impairments	<p>regularly and provide opportunities for parents to share information about current need and requirements of parents / carers, for example parents with a learning difficulty, EAL, HI, VI</p> <p>Share with parents a named member of staff to be responsible for meeting additional communication or accessibility needs of parents and children in school</p> <p>Recommended fonts are used in all communications and alternative methods of communication e.g. verbal, are used to ensure messages are communicated effectively</p> <p>Reserved seating used for meetings and school performances</p>			<p>pupils with a special educational need or a disability are able to participate fully in the school community</p> <p>Barriers to the curriculum will be reduced or eliminated to the best of the school's ability</p> <p>An open-door policy will enable pupils and their families to share information to support their accessibility needs</p>
		<p>Short Term</p> <p>To ensure that all children with ASD have access to the curriculum</p>	As part of the whole school monitoring and evaluation process, ensure that all staff are effectively tracking, using data and coordinating termly reviews for pupils with SEND support and	<p>SENCO</p> <p>All staff</p>	Ongoing	SENCO and HT work with the staff, parents and outside agencies to support the pupils in school with a special educational need or disability to enable all pupils to fully participate in the

			<p>annual reviews for EHCP</p> <p>Encourage parents and children to work with staff to share information on a regular basis</p> <p>Liaise with ASD team and other professionals to ensure up to date information is shared with staff</p> <p>Coordinate relevant staff training</p> <p>Implement advice from professionals to meet individual needs e.g. sensory / calming resources, personal work stations</p>			<p>curriculum and engage in educational experiences</p> <p>Advice is followed and benefits seen in school</p> <p>Regular communication with parents is encouraged to ensure needs are met</p>
		<p>Short Term</p> <p>To ensure that all children with Speech and Communication difficulties have access to the curriculum</p>	<p>As part of the whole school monitoring and evaluation process, ensure that all staff are effectively tracking, using data and coordinating termly reviews for pupils with SEND support and annual reviews for EHCP</p> <p>Encourage parents and children to work with staff to share information on a regular</p>	<p>SENCO</p> <p>All staff</p>	<p>Ongoing</p>	<p>All pupils are tracked regularly and effectively and the data is used to ensure all pupils have full access to the curriculum</p> <p>School. Outside agencies and home work in partnership to support the needs of the individuals</p>

			<p>basis</p> <p>Liaise with Speech Therapists to identify the needs of individual children and coordinate relevant staff training as appropriate</p>			
		<p>Short Term</p> <p>To enable improved access to written information for pupils, parents and visitors.</p>	<p>Gather information regularly and provide opportunities for parents to share information about current need and requirements of parents / carers, for example, parents with learning difficulties, EAL, HI, VI</p> <p>Share with parents a named member of staff to be responsible for meeting additional communication or accessibility needs of parents and children in school</p> <p>Develop clear signage to support accessibility requirements and meet the communication needs of staff, pupils, parents and visitors</p> <p>Ensure the website and facebook page is up to date and accessible to staff, pupils, parents and</p>	<p>SENCO</p> <p>SLT</p> <p>School Business Manager</p> <p>All staff</p>	Ongoing	<p>Pupils and prospective pupils with a special educational need or disability are able to participate fully in the school community</p> <p>Barriers to the curriculum will be reduced or eliminated to the best of the school's ability</p>

			<p>visitors</p> <p>Review additional arrangements with identified parents regularly to evaluate effectiveness and identify any additional needs</p>			
		<p>Short Term</p> <p>To review children's records to ensure that the school is fully aware of any disabilities among the current population</p> <p>Long Term</p> <p>To ensure that the needs of all pupils are fully met and records are kept to outline needs</p>	<p>Ensure the health, medical / care plans are in place and reviewed regularly / annually as appropriate</p> <p>Risk assessments are in place for all identified users and all relevant situations</p> <p>LA Risk assessment training is up to date for School Business Manager</p> <p>Personal Emergency Evacuation plans are in place , if required, and all staff are aware of their role in these situations</p> <p>Intimate care and Specialist Nappy Changing Policies are up to date and plans are written, if required. Advice is gathered from relevant healthcare staff and other outside agencies to ensure that</p>	<p>SENCO</p> <p>School Business Manager</p> <p>SLT</p>	<p>Ongoing</p>	<p>The school environment is accessible to all pupils, visitors, parents and staff</p> <p>The relevant paperwork supports the needs of all pupils, visitors, parents and staff</p> <p>Signage, emergency procedures, risk assessments and other documentation is in place to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability</p>

			<p>procedures are in place and the needs of the children are being met effectively</p> <p>All staff are aware of these plans and their roles and responsibilities</p>			
		<p>Short Term</p> <p>To review and amend the records that are kept for each child to ensure clarity and cohesion</p> <p>Short Term</p> <p>To ensure that all records and data kept is in line with GDPR regulations</p> <p>Long Term</p> <p>To ensure records are maintained and kept up to date</p>	<p>Ensure that documentation, paperwork and the school website and facebook page is up to date and meets with LA and school polices and guidelines</p> <p>Ensure GDPR regulations are adhered to</p>	<p>SENCO</p> <p>School Business Manager</p>	<p>Ongoing</p>	<p>The relevant paperwork supports the needs of all pupils, visitors, parents and staff</p> <p>Signage, emergency procedures, risk assessments are in place to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability</p> <p>The school website and facebook page is up to date and accessible to all pupils, visitors, parents and staff</p>

5. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if needed.

6. Links with other policies

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special Educational Needs and disabilities policy
- Supporting pupils with medical conditions policy
- Health and Safety policy
- Equality information and objectives
- Risk assessment policy

The implementation of this policy and its effectiveness will be monitored by the Head Teacher and SENCO.

Date of Implementation: September 2021

Date of Review: September 2022

Signed SENCO: *K Hay*

Signed Head Teacher: *P Northcott*

Signed Chair of Governors: *J Davison*

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	<p>All corridors are wide and easily accessible. Flooring has two steps which can be accessed via a disabled lift.</p> <p>All doors in the corridor are double width and can be accessed by wheelchair users</p>	<p>Ensure corridors remain clear and are easily accessible</p> <p>Monitor condition of flooring and rectify defects immediately</p> <p>Disabled life is serviced as appropriate</p>	<p>Caretaker</p> <p>School Business manager</p>	Ongoing
Internal doors	<p>All doors in the corridor are double width and can be accessed by wheelchair users</p> <p>Classroom doors are accessible by wheelchair users.</p> <p>Staff toilets have standard width doors and are not accessible by wheelchair users. EFYS toilet has disabled access for adults.</p> <p>Children have access to a disabled toilet</p>	<p>Continue to monitor current needs in school. If / when needs arise, adaptations and modifications to facilities could be needed</p>	<p>Head Teacher</p> <p>School Business Manager</p> <p>Caretaker</p>	Ongoing
Lifts	<p>Disabled lift in main corridor for wheelchair access over two step in corridor</p>	<p>Disabled life is serviced as appropriate</p>	<p>Caretaker</p> <p>School business manager</p>	Ongoing

Parking bays	Parking bays include two designated disabled parking next to the main entrance	Head Teacher / Deputy Head Teacher to move to another parking space if disabled parking is required	Head Teacher Deputy Head Teacher	Ongoing
Entrances	<p>The main entrance is accessed via a ramp with a press for access button for entry and exit</p> <p>Entrance to EYFS is level and can be accessed via wheelchair.</p> <p>Access to the EYFS playground is via a ramp which can be accessed by a wheelchair.</p> <p>All doors in the corridors are double width.</p> <p>Fire exits can be used by wheelchair users except for the exit from the main corridor is via four steps.</p> <p>Entry to the playground from the street is not accessible for wheelchair users. Entry for pupils, staff, visitors and parents using a wheelchair is via the main entrance or EYFS entrance as appropriate.</p>	Ensure entrances remain accessible and can be used by wheelchair users.	Caretaker School Business Manager All Staff	Ongoing
Ramps	<p>The main entrance is accessible via a ramp. Handrails are provided to support access to the building via this entrance.</p> <p>EYFS has handrails to support access to the building via this entrance.</p> <p>Exit from EYFS to playground has access via a ramp and handrails are provided to support access to the building via this entrance.</p>	Caretaker to maintain entrances to ensure it is accessible by all. Defects to be rectified immediately	Caretaker	Ongoing

Toilets	<p>Disabled toilet facilities are not available in main reception area. Staff toilets have standard width doors and are not accessible by wheelchair users. EFYS toilets have disabled access for adults.</p> <p>Children have access to a disabled toilet</p>	Continue to monitor current needs in school. If / when needs arise, adaptations and modifications to facilities, especially for children, could be needed	Headteacher	As required
Reception area	Window is accessible for wheelchair users. Door to main reception area is accessible for wheelchair users	Ensure that the height of signage in system is adapted as required for visitors in wheelchairs and visitors with mobility difficulties	Head Teacher School Business Manager	Ongoing
Internal signage	All internal signage is clear, is at a suitable height and is in an appropriate font	Continue to ensure that access information is clearly visible throughout the school. Ensure visuals accompany written messages	All staff to be aware School Business Manager to monitor	Ongoing
Emergency escape routes	<p>Escape routes are identified by signs. Each classroom has poster of escape routes and what to do in the event of a fire.</p> <p>All fire exits have push bars</p> <p>Regular evacuation drills are carried out to ensure that children, staff and visitors are able to exit quickly and safely in an emergency.</p> <p>A member of staff is trained as a fire warden</p> <p>A de-brief takes place to evaluate the effectiveness of the drill and issues are identified, recorded and resolved as appropriate.</p>	<p>Ensure all escape routes remain clear</p> <p>All staff to participate in evacuation drills and report findings during the de-brief</p> <p>Individual evacuation plans are to be created, if required, for children, staff or regular visitors in school in the case of an emergency</p> <p>Emergency evacuation plans are included in new staff and volunteers in school induction packs</p> <p>Procedures are in place to support visitors in the case of emergency</p>	All staff School Business Manager SENCO	Ongoing

Bells	<p>Emergency bells are located throughout the school and are at an appropriate volume so they can be heard in all parts of the school</p> <p>Accompanying lights ensure HI children, staff and visitors are aware of emergency situations</p>	<p>Emergency bells to be tested at regularly</p> <p>Tests carried out to ensure bells can be heard easily in all parts of the school</p> <p>Defects to be rectified immediately</p>	<p>Caretaker to carry out regular checks to ensure bells are audible in all parts of the school</p> <p>Findings to be reported to Head Teacher</p> <p>School Business Manager</p>	Ongoing
New members of staff / Volunteers / Student placements	<p>New members of staff / Volunteers / Students are provided with relevant information as part of their induction and in an induction pack when joining school.</p>	<p>Continue to provide up to date information in Induction Packs.</p> <p>Continue to ensure all staff are aware of roles and responsibilities relating to accessibility as agreed</p>	<p>School Business Manager</p>	Ongoing
Visitors	<p>Visitors are informed of relevant information when signing into school</p>	<p>Continue to ensure that relevant accessibility information is shared with visitors to school</p> <p>Continue to ensure all staff are aware of roles and responsibilities relating to accessibility as agreed</p>	<p>School Business Manager</p>	Ongoing
Fire doors	<p>Fire doors are located in the main corridor and the cloakroom area</p> <p>Some are at appropriate height for wheelchair users</p>	<p>All staff are aware of the location of fire doors.</p> <p>Fire doors are checked regularly to ensure they are in working order</p> <p>Defects are rectified immediately</p>	<p>Caretaker</p> <p>School Business Manager</p>	Ongoing
Steps	<p>Steps to the playground are clearly marked with white paint to support all users, particularly those with VI</p>	<p>Caretaker to ensure that this paint is maintained and is in good condition to support VI visitors</p>	<p>Caretaker</p>	Ongoing