

# Old Dalby Church of England Primary School



## ACCESSIBILITY POLICY AND PLAN

Let us be concerned for one another, to help one another to show love and to do good.

Hebrews 10:24

**Last reviewed:** September 2023

**Next review due:** September 2026

**Kind hearts. Open Minds. Courageous Spirits  
Together, we will explore life in all its fullness.**

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## **1. Context**

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. Schedule 10 of the Act requires Schools to prepare, implement and regularly review an accessibility plan.

In compliance with that, our school's accessibility planning aims to:

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

As part of our planning, we will ensure that adequate resources are provided for implementing our plans and we will review them as recommended, every three years, or more frequently, if circumstances dictate.

The Plan should address three key areas to improve access:

- The physical environment
- Access to education, benefits, facilities and services (the whole life of the school)
- Access to information (usually provided in written form)

## **2. Definitions**

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

It is likely that all schools have disabled pupils, staff members and service users.

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### **3. Accessibility and Our Mission and Aims**

“Together we will maximise opportunities for each individual to reach their full potential, through co-operation and team work within a stimulating and supportive learning environment”.

Our mission supports the right of equality for all children, regardless of race, gender or disability. We are committed to working together to offer the appropriate learning environment to achieve this.

Our school aims specifically include a commitment to:

“Offer equal opportunities to all pupils throughout the curriculum”

“Identify and monitors those children with special educational needs and/or vulnerable groups...”

“...encourages respect for each other and individual responsibility”

“Enables children to develop a sense of moral values”

Old Dalby CE Primary School School is opposed to all forms of prejudice and discrimination and it is the school’s responsibility to follow up any reported incidents immediately and with great sensitivity – all incidents will be reported to the governing body where appropriate.

### **4. Accessibility and Other Activities and Policies**

Our Accessibility Plan will contribute to the review and revision of related school policies:

- school development plan
- staff development plan
- building and site development plan
- SEN policy
- Equal Opportunities Statement and Objectives
- Curriculum policies
- Admissions
- Schools trips

### **5. Developing the Plan**

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 and inclusion.

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Old Dalby Church of England School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 and admission to the school. It also covers the provision of specialist aids and equipment, which may assist these pupils in **accessing the curriculum**.

Improve and make reasonable adjustments to the **delivery of written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should, where necessary, be made available in various preferred formats within a reasonable time frame.

## 6. Management of the Plan

The school Governors are accountable for ensuring that the plan is implemented and reviewed.

- The governors Premises Committee will be responsible for the strategic direction of the School's Accessibility Plan.
- The governors Finance Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.
- Progress of the Plan's Priorities will be reported:
  - to the Full Governing Body at least once per year.
  - in the School Prospectus
  - on the School website
  - in the School Profile

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## **APPENDIX A - Accessibility Plan 2014**

This Accessibility plan has been developed in consultation with staff and governors of the school and covers the period from September 2014 onwards.

### **7. Current Accessibility Arrangements:**

#### **7.1 Admissions**

The following statement is an extract from the School's Admissions Policy:

##### Children With Special Educational Needs

10.18 the Local Authority does not allow the refusal of admission because it is believed that the school cannot cater for the child's special educational needs.

10.19 Pupils with special educational needs but no Education, Health and Care Plan (EHCP) are dealt with through normal admissions policy, and schools cannot refuse to admit a pupil because they do not have an EHCP or is being assessed for a Statement.

10.20 The Governing Body is required by section 324 of the Education Act 1996 to admit to a school a child with an Education, Health and Care Plan that names the school. This is not an oversubscription criterion and schools must admit children with EHCPs whether they have places or not.

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## 7.2 Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
Puffin and Kingfisher Corridor	All classrooms have either flat or ramped entrance and exits. Some fire doors have mat wells that need to be remodeled to help wheelchair access. Corridors are wide enough for wheel chairs to be used. Doors have low fitted handles.
Penguin and Nightingale Area	Entrance to the building is flat allowing for easy wheel chair access. Classroom entrances have flat floor entrances and wide doors with low handles. A disabled toilet is installed. It may need to be extended in the future.
Hummingbird and Osprey Block	Entrance to the building is flat allowing for easy wheel chair access. Classroom entrances have flat floor entrances and wide doors with low handles. A disabled toilet is installed.
Hall	Access via stairs, lift may be installed in the future. Two fire doors have a slight step down to the outside carpark. These need future re-modeling. Access to Kitchen Served is clear and suitable for wheel chair bound pupils.
Playground	Available for all pupils. Access is available without the need to use steps.
Field Area	Available for all pupils.
Entrance Paths	All clear of steps allowing easy access for all pupils and parents.

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### **7.3 Evacuation Procedures**

The schools Fire and Evacuation Policy 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.

### **7.4 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 will work to support pupils with a range of disabilities. 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.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy:

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

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

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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.

## **7.5 Informal Curriculum**

Pupils at our Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan or Coordinated Support Plan. The suitability of any event and the need for additional support is discussed fully with parents in advance.

## **7.6 Information for Pupils and Parents**

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

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If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the County's Advisory Services.

### **7.7 Source Materials for the new plan:**

The priorities of the plan have been identified using a number of sources including:

- Attainment results
- Key Stage results
- Parent Consultations
- Physical building inspection
- Health and Safety Inspections

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Health & Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy
- Discipline Policy
- The Governors Admissions Policy

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