

DALLAM PRIMARY SCHOOL



ACCESSIBILITY POLICY

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Next Review due	Summer 2024

Equality and Accessibility: Policy and Plan 2020-2024

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Lead: Amanda Downey (Head Teacher)
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Schools are required to have Accessibility Plans showing how they are planning strategically to increase access over time; the same duties that previously existed under the Disability Discrimination Act have been replicated in the Equality Act 2010. The plan must show how the school is:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties of the Act together with the school's Equality objectives:

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Below is a set of action plans showing how the school will address the priorities identified in the plan.

The Purpose and Direction of the School's Plan: Vision and Values

The aim of this policy is to set out the commitment of the Governing Body of Dallam Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively.

Dallam Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils with Special Educational Needs, including a range of disabilities and makes its policy known to parents. Educational Health Care Plans are made for those pupils who require bespoke provision.

We recognise an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

The aims and values of our school are inclusive, they reflect and inform our ethos and are embedded in the life of the school community.

We have high ambitions for all our pupils; we expect pupils with disabilities to participate and achieve in every aspect of school life. As such, we are committed to:

- setting suitable learning challenges
- responding to pupils diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

Dallam Primary promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all of our children every opportunity to achieve the highest of standards.

We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

Context

Dallam Primary School was built in the late 1950's. It consists of one single storey building. Corridors are wide and allow for wheelchair access. Over the past 6 years the Accessibility plan has reduced the number of stairs leading to outdoor areas and replaced them with ramps and level access. Corridor cloakroom areas, whilst narrower than other corridors are accessible.

There are two easy-access toilets in the building; one located in the foyer and the other along the main corridor. There is an easy-access shower also located in the changing room on the corridor. In Holly class (Designated Provision class for children in Reception to Y2) there is an easy access toilet and changing room with a changing bed.

Most classrooms were redeveloped in 2014 -2015 to further accommodate additional physical resources to support children with specific needs e.g. widening of some door frames where possible. 'Pods' for speech and language intervention have been installed in most classes from Reception to Y4 and in the upper KS2 Designated Provision classrooms.

In 2014-2015 an extension was built in Reception class to accommodate 3 toilet cubicles with easy access. The painting and decoration of the school has been considered in light of the sensory / kinaesthetic needs of the children, particularly those within Designated Provision.

In autumn 2015, canopies have been installed for Holly class (Designated Provision KS1) and Y1 classes to ensure that children can participate in learning outdoors in all weathers. This was planned and costed in light of children's sensory needs. These were further developed in 2018 together with outdoor areas for KS2 designated provision children, reception and nursery class children. These developments ensured that children with sensory and gross motor skills needs could benefit from access to outdoor spaces. In 2021/22, improvements to the KS1 playground ensure that children from the KS1 designated provision class can access it safely alongside their mainstream peers including equipment to meet sensory needs.

We aim to meet individual pupils' needs on an individual basis. As a school we have an excellent record with regard to making reasonable adjustments for children. This includes actions to address physical impairments (e.g. training on audio impairment) and learning impairments (e.g. targeted intervention).

We have a long history of teaching pupils with a wide range of Special Educational Needs and, without exception, disabled pupils have been fully included in all aspects of school life. The progress of disabled pupils is vigorously tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Adaptations are made to the curriculum, equipment available and the school environment to ensure full access.

There is full access to all parts of the physical environment for pupils, staff and visitors to the site. Adaptations are made to timings, playtimes, lunchtimes, school trips, after-school clubs etc. to meet

the needs of children with specific needs. Considerable emphasis is placed on the use of positive role models and images of disabled people within the school.

Attendance of all disabled pupils is tracked and where issues of illness are a particular feature of their disability the necessary adaptations to the school day are made.

Pupil Data and School Audit

The Equality Act 2010 definition is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes, epilepsy, asthma etc. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

Like most schools, we have children of all backgrounds, needs and abilities. Alongside our mainstream provision we have a 24 place Designated Provision for children on the autistic spectrum. In addition, there are pupils who attend school with specific, on-going needs, including:

- Asthma
- Autistic Spectrum Disability/Condition
- ADHD
- Allergies
- Physical disability
- Epilepsy
- Visual impairment
- Hearing Impairment
- Brain injury
- Heart condition
- Occasional wheel chair use
- Mental health

We have parents/carers who we know have difficulty with mobility, visual impairment or whose mental health impacts on their ability to access school.

Consultation

Articles 12 and 13 UN Convention of the Rights of the Child:

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters effecting them. At Dallam Primary, we fully acknowledge and respect this principle. As a result, the following plan has been written following consultation with pupils, staff and governors and takes into account their views and aspirations. Further, we liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Accessibility Plan 2020-2024

The following pages contain our planned actions around three broad aims.

Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to attend age relevant after-school clubs, leisure and cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is 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.

Teachers' planning is differentiated to take account of the individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

Each year school leaders develop action plans as part of the overall School Development Plan which address areas that can be improved even more; copies of these are available on request.

It is the role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo; Mrs Harrison) to line manage and deploy Teaching Assistants. She co-ordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and wider school context. The SENDCo also coordinates advice given by outside agencies and ensures its full implementation. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Ensure that Governors monitor the actions and challenge where necessary	<ul style="list-style-type: none"> Evaluate and review this plan and the attainment and progress of all groups of children Identify governor training as appropriate 	Termly	HT SENDCo SEND Governor Standards 1 Committee	<ul style="list-style-type: none"> Governors are appropriately trained Governors are fully informed about the provision and progress towards the Accessibility plan
Identification of pupils who may need additional / different provision	<ul style="list-style-type: none"> Early identification of need – systems in place Liaise with parents and outside agencies when pupils are admitted to Dallam to fully understand their needs or when needs become apparent Risk assessment and adjustments where necessary Costed provision maps support additional funding to meet need 	On-going as children are admitted to mainstream and DP or as needs become apparent	Class teachers SENDCo	<ul style="list-style-type: none"> Children are identified through robust procedures Staff know how to raise concerns Necessary procedures are in place for children Where there are longer term needs, a costed action plan is in place Risk assessments for short term needs are in place

TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Increased skills and confidence of all staff in differentiating the curriculum	<ul style="list-style-type: none"> • CPD co-ordinator to liaise with SENDCo when writing CPD overview for the year • Subject leader CPD enables support and advice to be given to teachers in adapting and prioritising the curriculum 	On-going as required	Head Teacher DHT SENDCo	<ul style="list-style-type: none"> • Lessons observations demonstrate improved skills and raised confidence in strategies for differentiation and increased pupil participation
Increased skills for appropriate staff support OF non-verbal forms of communication	<ul style="list-style-type: none"> • Makaton training • Visual timetables used where appropriate • Training for staff to use visual prompts as appropriate 	On-going as required	SENDCo HT	<ul style="list-style-type: none"> • Appropriate communication support is used to support children to access the curriculum – this is evidenced through drop ins and formal observations
Compliance with 2010 Equality Act	<ul style="list-style-type: none"> • Review statutory policies to reflect inclusive practice and procedures 	On-going	Head Teacher SENDCo Governing Body	<ul style="list-style-type: none"> • Website has updated policies which are clear for parents to access and no policy conflicts with principles of equality of opportunity for all
Raise attainment and narrow any gaps that may exist	<ul style="list-style-type: none"> • Monitor attainment and progress of all pupils with SEND during pupil progress meetings and ensure regular liaison with parents • Monitor attainment of higher achievers 	Termly	Head Teacher SENDCo Teachers Parents	<ul style="list-style-type: none"> • Progress made towards EHCP and IEP targets • Assessment indicates clear steps and progress • Parents indicate that they are well informed about their child's needs and progress
Opportunities for children to see positive role models with disabilities	<ul style="list-style-type: none"> • Visitors into school, particularly during themed weeks • Continued purchase of materials which portray positive images of people with disabilities 	Termly	SENDCo DP teachers PHSCE lead	<ul style="list-style-type: none"> • Resources are easily accessible • Planning shows consideration of possible visitors to school • Pupil voice and drop ins show positive attitudes towards those with disabilities and towards principles of inclusion
Review PE curriculum to ensure PE is accessible to all	<ul style="list-style-type: none"> • Teachers co-teach with sports coach from disabilities team in Warrington • Provide opportunities for children who are reluctant to access sporting opportunities 	Termly	SENDCo DP teachers PE lead	<ul style="list-style-type: none"> • All to have access to PE and enjoy the experiences • Pupil voice shows positive attitudes towards the PE curriculum – including opportunities outside lessons

TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> Access SEND opportunities through WASSP 			
Young leaders show awareness of inclusion principles	<ul style="list-style-type: none"> Sports coach coordinates training and provides support Play leaders support younger pupils 	On going	PE coach PE lead	<ul style="list-style-type: none"> Pupil interview in which awareness and positive attitudes are demonstrated
Pupils, staff and parents / carers are aware of consequences in the event of negative disability-related language	<ul style="list-style-type: none"> Continued review of values and ethos include reference to negative disability-related language Develop PSHE curriculum with this in mind 	Termly in assemblies – value each term	Head Teacher Inclusion lead	<ul style="list-style-type: none"> Monitor incidents in behaviour file Staff are confident to tackle any issues The behaviour policy is consistently applied

Aim 2: To improve access to the physical environment

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Our self-review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's needs are known.

Building work in the past decade has ensured that the school is mostly accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Physical environment of school remains attractive and engaging for all	<ul style="list-style-type: none"> The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. 	Review annually	HT Business Manger Governor representative for buildings and capital spending	<ul style="list-style-type: none"> Monitoring shows that all pupils are challenged and in door environments support learning needs.
Create outdoor environments that support learning for children with physical difficulties, gross motor and sensory needs	<ul style="list-style-type: none"> Take account of the needs of pupils with physical difficulties and sensory impairments when redeveloping outdoor environments 	Review annually	HT Business Manger Governor representative for	<ul style="list-style-type: none"> Monitoring shows that all pupils are challenged and outdoor environments support learning needs

TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
			buildings and capital spending	
Awareness of access needs of pupils, staff, governors, parent / carers and visitors with disabilities	<ul style="list-style-type: none"> • Create access plans for individual disabled pupils as part of the EHC process when required • Be aware of staff, governors' and parents' access needs and meet as appropriate • Through questions and discussions, find out the access needs of parents / carers • Consider access needs during recruitment process 	Review annually	HT Business Manger Governor representative for buildings and capital spending	<ul style="list-style-type: none"> • All needs are met • Parents, carers, staff and governors know how to raise concerns about access to any area of the site
Pupils with medical needs are fully supported	<ul style="list-style-type: none"> • Provide annual training on current needs of children in school; administering medicines • Regular first aid updates and training to ensure medical needs are known 	Annual Half termly	HT Business Manger Welfare and Wellbeing Co-ordinator	<ul style="list-style-type: none"> • Staff are identified to deal with pupils who have medical needs • Healthcare plans are established and reviewed as appropriate • All staff are clear about the procedures in place for children with medical needs
Maintain accreditation of Healthy Schools award	<ul style="list-style-type: none"> • Continue to work towards agreed targets 	On-going	HT Business Manger Welfare and Wellbeing Co-ordinator	<ul style="list-style-type: none"> • Reaccreditation of Healthy Schools award
All pupils with mobility issues can be safely evacuated	<ul style="list-style-type: none"> • All personal emergency evacuation plans (PEEPs) are in place and up-to-date • All staff concerned know about them 	On-going	Business Manager DP Lead	<ul style="list-style-type: none"> • All PEEPs are in place • Fire evacuation drill is run successfully
Improved access for visually impaired parents and pupils	<ul style="list-style-type: none"> • Paint yellow strip marks on steps and around playground equipment • Ensure that the indoor environment is accessible to pupils and visitors with visual impairment • Work with the visual impairment team to review and evaluate risk assessments 	On-going	SENDCo Business Manager site manager	<ul style="list-style-type: none"> • Visually impaired pupils are able to use playgrounds and school site confidently

TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
All educational visits to be accessible to all	<ul style="list-style-type: none"> • Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness • Consider costs of coach with easier access 	As required	HT Business Manger	<ul style="list-style-type: none"> • EVOLVE form and risk assessments all completed • All pupils in school able to access all educational visits and take part in a range of activities
Informed decisions are made with regard accessibility	<ul style="list-style-type: none"> • Health and safety audits are carried out with additional consideration of accessibility 	Termly	HT Business Manger Governor representative for buildings and capital spending	<ul style="list-style-type: none"> • Audits begin to inform future Accessibility Policy and Plans
Informed decisions and challenge are made with regard accessibility	<ul style="list-style-type: none"> • Governing board list awareness of accessibility and equality and health and safety as desired characteristics for new governors 	Termly	HT Business Manger Governor representative for buildings and capital spending	<ul style="list-style-type: none"> • Resources committee begins to challenge and support around disability

Aim 3: To improve communication between school and pupils, parents / carers

We want to include actions to engage even more of our parents / carers. Currently, we share information with parents / carers in a number of ways including letters, newsletters and the school website.
In planning to make written information better available to disabled pupils, we need to establish the current level of need and be able to respond to changes in the range of need.

TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
To share information with parents and pupils who face barriers to learning in a variety of ways	<ul style="list-style-type: none"> • Work with agencies to explore different media for children and parents 	On going	SENDCo HT	<ul style="list-style-type: none"> • Parents and pupils access information and learning confidently though different media
Pupils: annual reviews of children with SEND are as accessible as possible	<ul style="list-style-type: none"> • Continue to review how child-friendly Educational Health Care Plans are • Seek views of children as appropriate 	On going	SENDCo HLTA	<ul style="list-style-type: none"> • Revised processes in place • Positive user feedback
Engage more parents / carers in school life	<ul style="list-style-type: none"> • Invite parents back on to site following the pandemic – as restrictions allow 	Sept 2021	Senior Leaders	<ul style="list-style-type: none"> • events are well attended

TARGET	ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> • Termly open sessions where parents / carers can observe teaching and learning in classes to be reinstated at an appropriate time following the pandemic 	Termly – starting Summer 2022		
Parents: improve accessibility of communications in forms other than written	<ul style="list-style-type: none"> • SLT member always on the playground at drop off and pick up times • Continue to support spoken English sessions for parents in school • Consider a range of consultations via meetings for parents/carers – formal and informal • Informal termly outings for DP parents and children 	On going	Headteacher SENCo TA for speech and language who can communicate Newsletters and key events / issues in other languages	<ul style="list-style-type: none"> • At least 20% attendance, increasing each time
Website is accessible to those who are visually impaired or who have difficulty in reading English	<ul style="list-style-type: none"> • Seek confirmation that school website is suitable • Seek views of those with English as an additional language on effectiveness of Google Translate feature 	Autumn 2022	Headteacher	<ul style="list-style-type: none"> • Parent questionnaire
Website is reviewed and a new website is investigated	<ul style="list-style-type: none"> • Comparison of school websites and benchmarking exercise of website development • Website audit completed annually • Parents included in website audit 	2022 onwards	Headteacher	<ul style="list-style-type: none"> • Decision with regard to new website is made following completed benchmarking exercise
Research and implement a parent app to convey information and book appointments/ pay for trips etc. in a format that parents/carers are familiar / comfortable with	<ul style="list-style-type: none"> • Research different apps • Support parents to download and use 	Autumn 2021	HT/SBM	<ul style="list-style-type: none"> • The vast majority of parents use the app to receive information in a timely way • Increased attendance at parents evenings following streamlined booking system • Parent questionnaire shows that communication is effective

Appendix

Definition of Disability, as amended by the Equality Act 2010

A person is a disabled person if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

For example:

Someone who has ADHD might be considered to have a disability even if their medication controls their condition so well that they rarely experience any symptoms, if without the medication the ADHD would have long-term adverse effects. Progressive conditions and those with fluctuating or recurring effects are included, such as depression, provided they meet the test of having a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Definition of Special Education Needs

A child or young person has **special educational needs** if they have a learning difficulty which calls for special educational provision to be made for them.

A child or young person has **a learning difficulty** if they have significantly greater difficulty in learning than the majority of children and young people of the same age.

Many, although not all, disabled children will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.

Children or young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.