

Dean Valley Community Primary School



Dean Valley
Community Primary

Accessibility Plan

Person responsible for Policy	Vicky McPherson
Written/Reviewed	January 2021
Reviewed	Autumn 2024
Date for next Review	January 2027

ACCESSIBILITY PLAN

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school.
2. We are committed to providing a fully 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, tolerance and inclusion.
3. The School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - 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 disability, expanding 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. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. 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.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

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- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan

8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this 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.
 9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
 10. The School Website will make reference to this Accessibility Plan.
 11. The School's complaints procedure covers the Accessibility Plan.
 12. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents.
 13. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
 14. The school will work in partnership with the local education authority in developing and implementing this plan.
 15. The Plan will be monitored by Ofsted as part of their inspection cycle.
- NOTE: - The School is required to meet the requirements of the Disability Equality Scheme.

Dean Valley Community Primary School Accessibility Plan 2023-2027

Improving the Physical Access at Dean Valley Community Primary School

Access audit was then reviewed Spring 2022 by V McPherson/M.Gardiner

Access audit to be reviewed Autumn 2024 by V McPherson/M.Gardiner

Read in conjunction with premises plan.

Target	Strategy	Outcome	Timescale	Responsibility
Access to large print resources to allow children who are visually impaired to access the curriculum	Order resources as and when required	All children can access the Dean Valley site, play equipment and curriculum safely	As and when	Class teacher Senco
Dropped kerb to give access from car parking space with ease to the front door of school	Kerb to be dropped by space. Temporary ramp in use for wheelchair access from the disabled parking space.	Access improved to and from the front entrance from the car park is improved for all pupils, visitors and stakeholders	August 2027	Head teacher Site Maintenance Officer School Business Manager
Ramp access to outdoors to be considered through the chill out area	SMO to look at different options for creating a ramp for wheelchair access to and	Access improved to and from the hall for all pupils, visitors and stakeholders	Summer 2027	Head teacher Site Maintenance Officer

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	from the school through the Chill Out area.			School Business Manager
To improve the physical environment of the school.	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site.	All newly refurbished areas are designed with accessibility in mind.	On going	Resources Committee
All external areas of the school are clearly lit at night.	Lighting is installed at the front and side of the school. Solar lights to be installed and electrician to quote for permanent solution which is sensor controlled.	All external areas of school are clearly lit at night.	On going	Resources Committee Site Maintenance Officer
Maintain safe access for visually impaired people.	There is a ramp for wheelchair access.	School is accessible for visually impaired pupils, staff and visitors.	On going	Resources Committee
Ensure all disabled people can be safely evacuated from the building quickly and safely.	a) Ensure there is a personal emergency evacuation plan for all disabled pupils.	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled pupils who would	Ongoing	Headteacher & SENCO Headteacher to remind staff.

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	b) Ensure all staff are aware of their responsibilities, in the event of an evacuation, by knowing pupils' individual needs	need help in the event of an evacuation		Check during fire drills
Ensure there are enough fire exits in school that are suitable for people with a disability.	Ensure staff are aware of the need to keep fire exits clear.	All disabled personnel and pupils have safe independent exits from school.	Daily	Class Teachers/TAs Support staff Site Maintenance Officer

Improving the Curriculum Access at Dean Valley Community School

Target	Strategy	Outcome	Timeframe	Responsibility
To liaise with local pre-schools to review the potential intake each September.	To identify pupils who may need special provision	School is aware of any pupils, due to start school, who may have additional needs and can look to put into place resources/equipment needed.	Ongoing	EYFS teacher & SENCO
To review/update all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010	All policies clearly reflect inclusive practice and procedure.	Ongoing	Headteacher & governors

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<p>To establish close liaison with parents and outside agencies, particularly for pupils with on-going additional needs.</p>	<p>To ensure collaboration between all key personnel.</p>	<p>School makes reasonable and appropriate adjustments for disabled pupils. All staff are aware of any pupil's specific needs.</p>	<p>Ongoing - as required</p>	<p>SENCO Class teachers</p>
<p>Support staff to receive specific and identified training on SEN and disability issues.</p>	<p>Identify training needs at regular meetings with support staff. Risk assessments in place. Focus on building resilience and independence.</p>	<p>Raised confidence of support staff. Building knowledge around need across the school. Improvement in pupils' resilience and independence skills.</p>	<p>Ongoing or as required</p>	<p>SENCO & Headteacher</p>
<p>Interventions are targeted at pupil groups identified in Pupil progress meetings. They are reviewed verbally every six weeks. Evaluations on Intervention registers and through Pupil Progress minutes.</p>	<p>Review the needs of pupils with additional needs, provide training. Review/develop support for Pupil Premium children and vulnerable groups.</p>	<p>All staff are trained to deliver interventions and aware of issues linked to accessibility and inclusivity.</p>	<p>Ongoing. 6 week review CT/TA/Senco discussion 12 week - written review through Pupil progress</p>	<p>SENCO Teaching assistants Class teachers</p>

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Ensure all staff (teaching & non-teaching) are aware of disabled pupils access to the curriculum and specific needs.	<p>Pupil profiles, risk assessments, PEP and health care plans are in place, where appropriate, for disabled pupils or those with specific needs.</p> <p>Consent is sought so that information can be shared with all agencies involved with each pupil.</p>	<p>All staff are aware of individuals' needs.</p> <p>Outside agency advice is shared with relevant staff.</p>	Pupil profiles and tracking sheets are updated as required or at least annually	SENCO & Headteacher
All school visits and trips need to be accessible to all pupils.	<p>Ensure venues and means of transport are vetted for suitability.</p> <p>Develop guidance on making trips accessible.</p>	All pupils are able to access all school trips and take part in a range of activities.	Ongoing	<p>Evolve Lead</p> <p>SENCO</p> <p>Class teachers</p>
Review the PE curriculum to ensure PE is accessible to all pupils.	Review PE curriculum to include disability sports	All pupils have access to PE and experience a range of sports which include them.	Ongoing	PE co-ordinator (SENCO as and when required)
Review curriculum areas and to ensure that all subject areas include disability issues.	Include specific reference to disability equality in all curriculum reviews.	Gradual introduction of disability issues into all curriculum areas	Ongoing	SENCO & Subject leads Headteacher
Ensure disabled pupils can take part equally in lunchtime and after school activities.	Club@DV staff (wrap around care), and people running other clubs after school to discuss where adaptations and inclusive	Disabled pupils feel able to participate equally in out of school activities.	As required	SENCO & Headteacher

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	practice can support disabled pupils taking part in a wide range of extra-curricular activities. Additional adult support might be needed, especially after school.			
Develop greater links with the local specialist units.	Opportunities to develop links with local specialist units through CEAT and EP cluster group meetings.	Increased understanding of the opportunities available to pupils in specialist provision.	6 meetings a year facilitated by outside agencies.	SENCO & Headteacher
Classrooms are well organised. Appropriate, additional equipment is provided to promote the participation and independence of all pupils. Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and specialist equipment to support individuals in the classroom e.g. wheelchair, standing frame, specialist seating, additional handrails, ear protectors etc. Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Disabled pupils feel able to participate and develop independence skills. Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing - reviewed as required	Class teachers SENCO Headteacher
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with	As required according to children's needs	Headteacher

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		regards to accessing the curriculum Increase in access to the National Curriculum		SENCO/Specialist teacher
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	As required according to children's needs	Headteacher SENCO/Specialist teacher
All 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	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	As required according to children's needs	Society will benefit by a more inclusive school and social environment

Improving the Access to Written Information at Dean Valley Community School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	Responsibility
<p>Availability of written material –school brochures, school newsletters and other information for parents/carers in alternative formats if required.</p>	<p>The school will make itself aware of the services available through the LA for converting written information into alternative formats. Review all current school publications and promote availability in different formats.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes</p>	<p>As required according to children’s needs</p>	<p>SENCO and Headteacher</p>
<p>Inclusive discussion of admission procedures and information in all parent/teacher annual meetings.</p>	<p>Access - translator can be arranged to facilitate the admission process and participation in meetings with school staff.</p> <p>Ask parents about preferred formats for accessing information e.g. braille, other languages.</p> <p>Translation Tool to be added to website to allow multi-lingual access</p>	<p>Staff are more aware of preferred methods of communication, and parents feel included.</p> <p>School website will become accessible to all</p>	<p>As required</p>	<p>SENCO & Headteacher</p>

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<p>Photographs of key members of staff to be displayed, in the reception area.</p>	<p>A welcome sign or display in the reception area of the school. Consider signage around school in other languages as and when required to support the school community.</p>	<p>All people feel they are welcome and included in the school community.</p>	<p>Ongoing</p>	<p>Headteacher</p>
<p>Review documentation with a view of ensuring accessibility for pupils with visual impairment</p>	<p>Get advice from HVSS on alternative formats and use of IT software to produce customized materials.</p>	<p>All school information available for all</p>	<p>As required according to children's needs</p>	<p>Delivery of school information to pupils & parents with visual difficulties improved.</p>
<p>Raise the awareness of adults working at and for the school on the importance of good communications systems.</p>	<p>Arrange training courses.</p>	<p>Awareness of target group raised</p>	<p>ongoing</p>	<p>School is more effective in meeting the needs of pupils.</p>

Equality and Inclusion

TARGET	STRATEGY	OUTCOME	TIMEFRAME	Responsibility
Accessibility Plan and Equality Statement to become an annual agenda item at Governors Meetings	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually	Headteacher Resources Committee
Training to raise awareness of equality and disability issues.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff / governors	Whole school community aware of issues relating to access.	Annually – through a staff meeting or external training if required	Headteacher Resources Committee
Review Inclusion and Equal Opportunities – record and collate evidence of how staff provide access emotionally, physically and academically the curriculum and extra curricular opportunities for all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	Annually	Headteacher Resources Committee