



# **Accessibility Plan**

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## Statement of intent

This plan outlines how Damers First School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents
- The headteacher and other relevant members of staff
- Governors
- External partners

## **Our Vision and Aims**

Damers First School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen. Our pupils are provided with high quality learning opportunities so that each child achieves their full potential. We want all our pupils to feel confident and to have a positive view of themselves.

Through positive actions we want to enable pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that in order to treat children equally it is sometimes necessary to do things differently. We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

## **Current Good Practice**

### **Identification**

Damers First School asks for information on any disabilities or health conditions in early communications with new parents and carers. Our Inclusion Leader visits all pre school feeder settings prior to admission to ensure that we have detailed information about any additional needs. We liaise closely with health and education professionals to ensure that all additional needs are fully identified and planned for before children arrive at our setting. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

We host specialist provision in our school for children with complex communication needs (CCN) and work closely with parents/ carers and outside agencies to develop a detailed and comprehensive personalised plan to meet the specific needs of individual children within the CCN base.

### **Curriculum**

Damers First School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards, chromebooks and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing an adapted curriculum, designed according to need and where necessary with specialist input, for those pupils that

require this;

- offering a Continuing Professional Development (CPD) programme to ensure that all staff are able to demonstrate both knowledge and understanding of the impact of specific difficulties and potential barriers to learning such as attachment disorder, hearing/ visual impairments, speech and language disorders;
- organising classrooms and shared learning areas so that they promote the participation and independence of all pupils;
- promoting and developing ASD-friendly practice across the school;
- staff INSET training regarding sensory impairments and the school environment;
- enriching the curriculum to provide pupils with quality, real life experiences and ensuring that all children are fully included;
- providing a high level of support from a strong team of support staff;
- modifying learning resources to meet the needs of individual children.

### **Physical Environment**

Damers First School is a purpose-built learning environment which was opened in April 2017. The building has been designed to ensure that the physical environment increases access for all pupils by:

- providing flat or ramped access to all school entrances;
- dedicating 3 parking bays close to the main school entrance for pupils and families, and visitors with a disability;
- providing 3 accessible toilets, one with a shower and changing facilities;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the shared learning spaces and classrooms;
- removing and fixing potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment and incorporating a hearing loop into the main hall and a distributed sound system in the small hall;
- providing fabric blinds, carpets and rubber seals to doors to improve sound quality;
- installing brand new data projectors, plumbing and heating systems which are regularly serviced and produce minimal noise levels.

### **Information**

Damers First School already makes written information more accessible to all pupils through:

- modifying written information so that this is available in large print / accessible fonts for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all

written information, paying attention to layout and colour;

- using social stories, picture symbols, task planners and visual timetables to ensure that all children experience optimum access to learning opportunities.

## 1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## 2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan
- Approving this plan before it is implemented
- Monitoring this plan

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate

Staff members will be responsible for:

- Acting in accordance with this plan at all times
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice
- Ensuring that their actions do not discriminate against any pupil as a result of their disability



### 3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is fully accessible to all pupils with SEND (particularly those with visual impairments)	Audit of the curriculum  Review of risk assessments	Headteacher, teachers, SENCO	Spring 2023	Leaders and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2023
	Not all staff members have the skills to support pupils with complex SEND	SENCO role in subject sweeps refined  INSET provided to staff members  Training for teachers on adapting the curriculum	Headteacher, external advisors, SENCO	Spring 2023	Staff members have the skills to support pupils with complex SEND	Summer 2023
Medium term	Pupils with complex SEND cannot access all extra-curricular clubs	Needs of pupils with complex SEND are incorporated into the clubs planning process	Leaders, teachers, SENCO	Summer 2023	Pupils with complex SEND can access all clubs, extended school activities and sporting events. Pupils and their families feel fully included in out of school activities.	Autumn 2023

	Pupils do not all understand the range of SEN needs of their peers and possible associated behaviours eg. 'Hidden Disabilities' - Autism, Diabetes, etc...	Embed more neuro-diverse understanding into our curriculum for children, staff and parents.	Teachers, SENCO	Summer 2023	Pupils across the school have a developed understanding of children in their class that may have complex needs	Autumn 2023
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### Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Sensory room not used to maximum capacity	Sensory room to be timetabled for more sessions throughout the day to support children in addition to the base	Teachers, SENCO	Spring 2023	Further pupils with additional needs will benefit from the sensory room provision	Autumn 2023
<b>Medium term</b>	Learning environment of pupils with visual impairments is not fully accessible	Accessibility audit Adaptations linked with whole school practice - assemblies / seating plans	Leaders, teachers, SENCO	Summer 2023	Whole school learning environment is accessible to pupils with visual impairments	Autumn 2023

### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Leaders do not know whether all school information is accessible to current and future users	Audit of information and delivery procedures	Headteacher, SENCO, IT Technician	Spring 2023	School is aware of accessibility gaps to its information delivery procedures	Summer 2023
	School does not know how to make written information accessible	Schools seeks advice from external advisors	Headteacher, external advisors, SENCO	Spring 2023	School is aware of local services for converting written information into alternative formats	Summer 2023
<b>Medium term</b>	School not maximising the different types of assistive technology and communication systems that can be used to support pupils with their learning needs	Explore assistive technology options for pupils with ICT co-ordinator / OT	Headteacher, SENCO, IT Technician	Summer 2023	Staff are aware of the different ways in which pupils take on and learn new information. Staff are aware of the different ways in which pupils can record their learning.	Autumn 2023
<b>Long term</b>	School website is not accessible to users with SEND / EAL	Audit of website	Headteacher, SENCO, IT Technician	Summer 2023	Website is fully accessible to all current and future users (including those with SEND / EAL)	Spring 2024

## Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

<b>Date effective</b>	December 2022	<b>Approval</b>	LGB
<b>Maintenance</b>	Tom Bracey SENCO	<b>Role/responsibility</b>	Louise Greenham Head of School
<b>Date of next review</b>	December 2025	<b>Date of last update</b>	