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Accessibility Plan

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Dovecotes Primary School Accessibility Plan 2020 - 2023

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1. Aims

Under the Equality Act 2010, schools are required to have an accessibility plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. 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

Dovecotes Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We as a school are committed to provide an environment that enables a full curriculum that is accessible to all regardless of their education, physical, sensory, cultural, social and emotional needs. Inclusion, awareness and support are key in delivering our plan, curriculum and school culture.

The plan is available online on the school website, and paper copies are available upon request. Dovecotes Primary are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We are supported by the Health and Safety Consultants that work with the school and staff ensuring the environment is accessible by all and Outreach and specialist services/partnerships to ensure our curriculum is accessible to all.

A range of stakeholders are involved in the development of this accessibility plan, including staff, governors, pupils, parents and our 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.

2. 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 non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Current Good Practice

Information is requested by all parents/carers of pupils on entry to the school within the school's induction back. We work closely with parents/carers and ask to be notified if there have been any changes to the information provided. We work closely with external agencies to ensure early interventions and support are put in place.

Physical Environment/Access Audit

Pupils with disabilities are encouraged to participate in extra-curricular activities and off-site trips. There may be particular challenges with some aspects of the school day i.e. break and lunch times due to sensory needs, social, emotional needs or interaction needs, however we try to reduce these needs by having staggered lunch times. Some aspects of extra-curricular activities and off-site trips pose challenges such as medical needs, sensory needs and physical impairments; however, the school will endeavor to overcome these challenges. There are some parts of the school that have restricted access for physically disabled pupils due to corridor width, also there is limited access to the front entrance due to the location between the car park (where the disabled bay is located) and the front entrance. All the main entrances into the school building have ramps or are on one level, including fire exits. The school also have 4 disabled toilets, one located within each Key Stage with pull emergency cords and 3 changing facilities.

Curriculum

Our school offers a differentiated curriculum for all pupils. We promote early communication with parents/carers to enable early intervention. We use resources tailored to the needs of pupils who require support to access the curriculum. Where a pupil is struggling to access the curriculum due to social and emotional needs, sensory or physical needs, we work with external agencies to enable us to use a variety of strategies, auxiliary aids and equipment. We are building upon our curriculum content and resources to be inclusive and include examples of people with disabilities. The school's curriculum progress is tracked for all pupils, including those with a disability. The targets we use are Specific, Measurable, Attainable, Realistic and Timely (SMART). These targets are set effectively and are appropriate for all pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.

Information Sharing

Within the school we use many different forms of communication to enable all pupils with a disability or additional needs express their views and hear the views of others. The school have a SEND notice board in the school foyer along with SEND Pamphlet's. Policies are available on the school website and information is shared through different forms and formats (including large print and visually). GDPR and data protection is followed with all information sharing. Information sharing is planned within the school curriculum.

3. Action plan

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

Aim	Objectives	Actions to be taken	Person responsible	Timescale	Success criteria
Improve and maintain access to the physical environment	Short Term 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 of the site and premises, such as improved access, lighting, colour schemes and more accessible facilities and fittings.	New additions to the school or adjustments to be compliance with health and safety regulations.	SLT / Site Manager	Ongoing	Enabling all needs to be part wherever possible.
	Ensure the environment for pupils is stimulating, yet informative for all children. (including the sensory room)	Displays are to be colourful; but not overstimulating for pupils with sensory needs. Displays are interactive and share information visually in different formats appropriate to the classes needs. Inviting Role Play areas	SLT / SENCO	Ongoing	Welcoming and inviting environment with displays that support pupils with additional needs.
	Ensuring all with a disability are able to be included and involved.	Create access plans within pupils' passports. Conduct confidential surveys for staff/governors/parents/pupils to ensure access needs are meet for all Monitoring and reviewing the physical environment to the needs of the school's cohort.	SLT / SENCO / Site Manager / Off-site Coordinator	Ongoing	Enabling needs to be met where possible.

			Use of risk assessments for the school environment and extra-curricular clubs and trips.			
		Ensure that the medical needs of pupils are being met within the school environment.	<p>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p> <p>To put in place Healthcare Plans for individuals.</p>	<p>SLT / SENCO</p> <p>All teaching and non-teaching staff working alongside school nurses, specialist nurses, Occupational Therapy and other external agencies</p>	<p>Immediate effect.</p> <p>Ongoing reviewing of practice.</p>	All pupils are within school, learning.
	Long Term	To ensure disabled parents have every opportunity to be involved.	<p>To include disabled bay car park spaces and utilise these parking spaces to drop off and collect pupils.</p> <p>Arrange interpreters to communicate with deaf parents and parents who have English as an additional language.</p> <p>Offer telephone calls to explain letters sent home</p> <p>Offer an 'Open Door' policy to parents/carers.</p>	SLT / Site Manager	Continuously reviewed.	Disabled parents/carers are not discriminated against and are encouraged to be involved in their child's education.
		To ensure driveway, roads, paths around school are as safe as the school can possibly make them.	<p>Areas are monitored constantly and obstructions are removed.</p> <p>Communication with parents via safety messages/letters.</p>	SLT / Site Manager / PSHE Coordinator	With immediate effect and reviewed constantly.	<p>The school is a safe environment for parents/carers to attend.</p> <p>No accidents</p>

		To continue to develop playgrounds and forest school area.	To look for funding opportunities / Outdoor projects	SLT / Site Manager	Ongoing	Inclusive child-friendly outdoor areas
Increase access to the curriculum for pupils with a disability	Short Term	For all pupils to access the primary curriculum appropriately in their class	<p>Undertake monitoring with the focus on differentiation and scaffolding (classroom, planning and book trawls).</p> <p>Draw up priority list for support and review each term.</p> <p>Identify time for each teacher to meet with Senco and discuss individual needs and strategies to support all pupils.</p> <p>Core Subject Leaders to delivery staff training for their areas, including differentiation/ scaffolding.</p> <p>Work with specialist agencies i.e. Occupational Therapy/sensory Inclusion/Outreach for specialist resources/adaptions/equipment.</p> <p>The use of Multimedia activities and ICT to access the curriculum.</p> <p>Continuously updating and reviewing staff cpd to meet pupils needs.</p> <p>Seek advice and support from external professionals i.e. Education Psychologist, Sensory Inclusion, Outreach, Early Years SEND, Speech and Language etc</p>	SLT / Core Subject Leaders / Teachers / SENCO	Ongoing with termly reviews	<p>All pupils engaged in appropriate relevant activities. All targeted support is effectively impacting pupils learning. Appropriate resources used to support learning. Improved learning and narrowing the gap.</p> <p>Appropriate SMART targets for SEND pupils</p> <p>Clear collaborative working approach</p>

		To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the SEND Code of Practice 2015 and the Equality Act 2010 To link and comply with COVID 19 risk assessments and guidance	SLT / SENCO	Annually; however constantly reviewing due to change	All statutory policies reflect inclusive practice
		To establish close liaison with parents	To ensure collaboration and sharing between school and families. To encourage Early Help Assessment Meetings and Team around the child/family meetings	SLT / SENCO / Attendance Officer / Learning Mentor	Ongoing	Clear collaborative working approach
		To establish close liaison with outside agencies for pupils with on-going health needs. e.g. Children with severe asthma, epilepsy or mobility issues.	To comply with the Equality Act 2010 Liaison with parents/carers Work with medical professionals to create Healthcare Plans	SLT / SENCO	Ongoing	All policies clearly reflect inclusive practice and procedure Clear collaborative working approach
		To liaise with other education settings to review a pupils' need upon entering the school from another setting.	To identify pupils who may need additional to or different from provision on entering the school.	SLT / SENCO / Office Staff	Ongoing	Successful transitions for pupils
	Medium Term	To finely review attainment of all SEN pupils.	Meetings between Headteacher and teacher - Pupil progress Meetings between teaching, non-	SLT / SEND / Teachers	Termly	Progress made towards passport targets and progress

			teaching staff and SENCO Scrutiny of assessment system Regular liaison with parents			showing within class data.
		To promote the involvement of disabled students in classroom discussions /activities, taking into account the variety of learning styles when teaching	Within the Curriculum, the school will aim to provide full access to all aspects of the curriculum by providing wheelchair access, screen magnifier software, an ipad or larger font class texts for the visually impaired, Eklan and talking partners training for relevant staff. Provide alternatives and reasonable adjustments to enable disabled pupils to participate successfully in lessons. Create positive images of disability within the school so that pupils grow into adults who have some understanding and awareness of the needs of disabled people. Staff CPD on different learning styles.	SLT / SENCO	Termly – constantly reviewing	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. A variety of resources/equipment being used effectively, successfully allowing inclusion within the classroom.
	Long Term	To deliver findings to the Governing Body, reviewing and evaluating targets.	Finance and General Purposes and Curriculum reviews will be shared within Governors meetings at least annually.	SLT / SENCO	Termly	Governors fully informed about SEN provision and progress and being the schools critical friend
Improve the delivery of	Short Term	Parent with Learning Difficulties, Hearing and vision impairments	Regular communication with parents	SLT / SENCO	Ongoing	Parents take advantage of

information to pupils with a disability			Interpreter provided for parents' eve/annual reviews			inclusive practice as appropriate
		To ensure all children with ASD have access to the curriculum	Regular parental communication Individualized multi-sensory teaching strategies used for ASD children. Work with external agencies i.e. Outreach Staff CPD around ASD, communication and Interaction and sensory difficulties	SLT / SENCO	Ongoing	Staff are aware of ASD and the strategies to support a pupil with ASD and the pupil is able to access the curriculum.
		To enable improved access to written information for pupils, parents and visitors.	Learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all	SLT / SENCO	Ongoing	All pupils, parents/carers and visitors are able to access school information
	Medium Term	To review children's records ensuring school's awareness of any disabilities	Annual review meetings Termly Passport meetings Medical forms updated annually for all children's personal Healthcare plans Significant health problems – children's photo displayed in class Teamd Channel planning files and	SLT / SENCO / Office Staff	Annually	All staff within the school are aware of a pupils disability need, support and provision.

			<p>master medical file.</p> <p>Information to collected about new children.</p> <p>Continue to pass up records up to each class teacher.</p> <p>End of year class teacher meetings</p>			
	Long Term	<p>In school record system to be reviewed and improved where necessary.</p> <p>(Records on Sims/ network/ protected</p>	Continuous review of school system	SLT / Assessment coordinator/ SIMS Manager / SENCO	Continual review and improvement	Effective communication of information about disabilities throughout school

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the head teacher.

5. Links with other policies

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

- Health and Safety Policy
- Equality Information and Objectives Statement
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single Level Environment	N/A	N/A	N/A
Corridor access	Open Plan Environment	Ensure obstacles do not obstruct movement/free flow; ensure slip hazards are clearly marked with appropriate signage.	Site Manager / Caretaker / Cleaner	Ongoing
Parking bays	1	Ensure the bay is available at all times and not parked in by non-disabled drivers.	Site Manager	Ongoing
Entrances	4 Main Entrances	Entrance obstacles do not obstruct movement / free flow.	Site Manager	Ongoing
Ramps	√ on all main entrances	All ramps to be clear of obstacles.	Site Manager	Ongoing
Toilets	4 Disabled Toilets	Ensure toilets are clear from obstacles and that the emergency pull cords are working and all the adjustments within the toilets are compliant.	Site Manager / Cleaning Staff	Ongoing
Reception area	Accessible by a ramp and flat ground surface, with internal	All ramps to be clear of obstacles.	Site Manager	Ongoing

	signage.			
Internal signage	Signage is visible for all and is at an appropriate level. Accessible toilet has a symbol on it,	Regular checks and be vigilant of missing signs.	Site Manager	Ongoing
Emergency escape routes	Fire Exits and Fire Plans / routes around the school	Fire risk assessment in place and checked by Health & Safety consultant; Fire evacuation plan in place and working appropriately.	Site Manager / Fire Marshalls	Ongoing