



Accessibility Plan 2024

Version	Date	Author(s)	Changes
1	September 2023	S Corry	
2	December 2023 Ratified March 2024	D Hackett	<ul style="list-style-type: none"> - Minor redraft of wording - Removal of Reference to Risk Assessment Policy - Update of timings on Action Plan

Policy information:

Date of ratification:	06/03/2024
Ratified by:	Governors
Review frequency:	3 years
Next review due:	September 2026
Source:	School
Type of policy:	[statutory / non-statutory]
Target audience	Parents/staff/governors

Vision and Values:

Our school exists to serve the unique academic, physical, social, and emotional needs of its students. We are committed to providing the best, quality education for our pupils as they grow and flourish through Primary school and towards the next stage of their life and their learning.

Our core Values help us REACH our potential:

Respect – We care for each other and accept our differences.

Equity– We treat each other equally and ensure that we all get what we need to succeed.

Ambition – We have ambition for ourselves and our friends – to do well.

Care – We care for ourselves, each other, our school, the wider community and the world we live in.

Honesty – We are honest with ourselves and each other – we tell the truth.

At The Dasset Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure that everyone is valued and included while recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Legislation

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

The Dasset C of E Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Dasset C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Equalise and enhance access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this includes teaching and learning along with the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school briefings will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Dasset C of E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Full Governing Body (FGB).

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 headteacher.

Links with other policies

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

- Health and safety policy (including reference to Risk Assessments)
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Building emergency evacuation plan BEEP

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010, revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

The Governing Body

Head Teacher

SENCO

Site Manager

A plan of the school buildings is kept in the school office with this plan.

Written by: Suzanne Corry (Headteacher) and Senior Leadership Team.

Date: December 2023

Review Date: December 2026

<u>Item</u>	<u>Issue</u>	<u>Yes</u>	<u>No</u>	<u>NA</u>	<u>Action</u>
Physical Access Audit and Plan					
1	Is furniture and equipment selected, adjusted and located appropriately?	X			All furniture relevant sizes and locations If and when relevant purchase relevant furniture.
2	Are pathways and routes logical and well signed?	X			Logical but school access to hall and Victorian End and upper classes has stairs and to outside is garden
3	Do you have emergency and evacuation procedures to alert all students?	X			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	X			Size of desks and chairs. Sensory needs catered for Desk risers as necessary
5	Do furniture layouts allow easy movement for students with disabilities?	X			
6	Are quiet rooms/calming rooms available to children who need this facility?	X			
7	Are car parking spaces reserved for disabled people near the main entrance?		X		School carpark is a short distance from school building
8	Are there any barriers to easy movement around the site and to the main entrance?		X		Small steps to each class Internal small flights of 4-6 steps Ramps around site but steps also Path narrow outside staff room
9	Are steps needed for access to the main entrance?		X		
10	Do all steps have contrasting edging?	X			Some white others black
11	If there are steps, is a ramp provided to access the main entrance?		X		Main entrance – no steps not needed but internal to rest of the school
12	Is there a continuous handrail on each ramp and stair flight and landing.	X			
13	Is it possible for a wheelchair user to get through the principal door unaided?	X			
14	If no, is an alternative wheelchair accessible entrance provided?			X	Other entrances are available to hall (needs altering to make easily passable planned for Oct 23)
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	X			

16	Do all internal doors allow a wheelchair user to get through unaided?	X			Some doors need to open other door of pair
17	Do all the corridors have a clear, unobstructed width of 1.2m?	X			

18	Does each corridor/block/building have a wheelchair accessible toilet?				Student toilets accessible from classrooms Staff toilet accessible from main corridors but not main entrance Old staff room and toilet not accessible to wheelchair users
19	Does the relevant block have accessible changing rooms?	X			Staff toilet in main corridor has wet room shower.
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?	X			Some black and some white
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?		X		
22	Is there a continuous handrail on each internal stair flight?	X			
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.		X		
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		X		All classrooms have a small step so wouldn't exit this door unaided. Library – accessible through main back door.
25	Are non-visual guides used to assist people to use the buildings?		X		
26	Could any of the décor be confusing or disorientating for students with disabilities?		X		
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	X			Any hearing-impaired children and adults are accompanied and would be visually notified.
28	Is a hearing induction loop available (either fixed or portable) in the school?		X		

Learning access and audit

1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		X		Trained as part of SEND code of conduct refreshers in CPD meetings – annual
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2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X			If required can access individualised training
3	Do all staff seek to remove all barriers to learning and participation?	X			
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	X			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X			
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	X			
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X			
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X			
9	Do you provide access to appropriate technology for those with disabilities?	X			

Information access and audit plan

1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	X			Large print
2	Do you have the facilities such as ICT to produce written information in different formats?	X			Various fonts and sizes and papers available Use of Seesaw – use of audio

3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	X			
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Action Plan

Planned actions to improve accessibility	Time Scale	Budget source	Who
Provide ramp and handrails to front classroom which can then lead to all other classes on that level.	2 years	Devolved capital	SB – to source quotes SC – to coordinate support from WCC surveyor
Provide level access to hall across front garden.	1 year	Devolved capital	October 23 Completed
Moveable ramp for external doors from Year 3/4/2/6/	As necessary	Maintenance	SC to source
Mark on evacuation plans where independent wheelchair access and exit is available in case of emergency	Immediately	None	SC
Replace door to Year 5 classroom	July 2024	Not known at present	Awaiting replacement of windows and doors to front classroom