



Dringhouses Primary School

Accessibility Plan

Signature of Chair of Governors

Signature of Headteacher

Date of Adoption January 2022

Date of Review January 2025

Reviewing Committee Resources Committee

Statutory / **Non-Statutory**

Dringhouses Primary School Accessibility Plan

Introduction

This plan should be read in conjunction with the school development plan. It outlines the proposals of the governing body of Dringhouses Primary School to increase access to education for pupils with disabilities. The plan is written in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010, which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan. It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils,” issued by the DfES in July 2002.

Definition of Disability

Disability is defined as follows by the Equality Act 2010:

“A person has a disability 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 carry out normal day to day activities.”

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

Dringhouses Primary School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

1. **Increasing the extent to which disabled pupils can participate in the school's curriculum.** 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.

2. **Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.
3. **Improving the delivery of written information to disabled pupils.** This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

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

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

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant staff members
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the school and its pupils, and where the school has undergone refurbishments.

Audit of existing provision.

Curriculum	<ul style="list-style-type: none">● Inclusive venues for residential visits have been identified.● A range of intervention programmes are available to support children with learning difficulties and disabilities, including Secret and Phonics, Talk Boost, Time to Talk, Precision Teaching, lunch-time Nurture Club, Self-esteem and Growth mindset sessions and SALT.● All pupils are encouraged to take part in a range of physical activities. Our PE lead, , has access to PE plans adapted for children with disabilities.● All school visits and clubs are available to all pupils.● Staff are trained in the administration of medicines, including diabetes management and use of EpiPens● There is a full and varied programme to support transition
Physical environment	<ul style="list-style-type: none">● There is a sign at the pedestrian gate inviting visitors to telephone the office if they need assistance with access to the school.● The school is very accessible to all users, being on the ground floor with no steps or stairs. However, the door across the corridor outside the staffroom is the minimum width required for wheelchair access. The main doors to the school and some corridor doors are heavy and need to be opened manually. In addition it is noted that the 3rd fire exit from the main hall has a significant difference in levels, and as such visitors are advised to use the other two exits in the first instances.● There is an accessible toilet and hygiene facilities with shower.● The main hall and lower school areas are fully accessible to wheelchair users.● A portable Soundfield system is available for children with hearing impairments.● Emergency evacuation system has both visual and auditory components.
Written information	<ul style="list-style-type: none">● The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

Planning duty 1: curriculum						
	Issues	Who	What	When	Outcome	Review
Short term	Management does not know if plans are adapted for pupils with additional needs.	PE plans are adapted to meet the needs of pupils with disabilities	PE Lead Class teachers Reviewed by SENCo	Summer term 2021	All children are able to participate in PE activities	Autumn 2022
	All classrooms and resources are organised in accordance with pupil need.	SENCo SLT Governors	pupils who require them have access to writing implements, sloping boards, grips, tablets, etc.	Ongoing	pupils have access to equipment and resources they need.	Summer 2022
Medium term	Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school	SENCo SLT External advisors	Regular visits from school nurse and other professionals to deliver training as needs arise	Ongoing	Staff feel fully equipped to teach and provide for all pupils.	January 2024

Planning Duty 2: Access to the physical environment						
	Issues	Who	What	When	Outcome	Review
Short term	Ensure all policies consider the implications of Disability Access.	Senior Leadership Team and governors	Behaviour policy, School Rules, Educational Visits, Homework policy, and health provision take account of pupils with disabilities	Ongoing	Policies have reference to disability access	As policies are reviewed
	Personal evacuation plans available for pupils/staff with additional needs	School Business Manager, SENCO, Class teachers	Personal evacuation plans identify and overcome access issues	Ongoing		
Planning Duty 3: Access to information in alternative formats						
	Issues	Who	What	When	Outcome	Review
Short term	Large print formats etc as required. Monitor uptake of documents in alternative formats Review accessibility of newsletter and letters for parents.	School Business Manager	All families & individuals can access school information	Ongoing		