

Dovecote Primary School



Accessibility Plan 2016-2019

Purpose of the Plan

The purpose of this plan is to show how Dovecote Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

Definition of Disability

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.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Dovecote Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The

school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The all of the school building and playground is accessible for a child in a wheelchair. A Disabled toilet and hygiene suite is available.

The Current Range of Disabilities

The school has children with a range of disabilities. All information on pupils needs is recorded on SIMs data base and available to staff. For children who have asthma, all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

The kitchen staff are also made aware of children who have allergies or food intolerances/cultural food choices.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

We have competent First Aiders who hold current First Aid certificates.

Accessibility Plan – 2016/2019

School: Dovecote Primary School

Date Written: October 2016

Date Reviewed: February 2017 / January 2018

Area	Targets	Strategy	Lead Person	Time Scale	Progress against targets at review date
Increasing pupil participation in the school curriculum.	Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods.	Andy Jenkins Lou Rhodes Charlotte Hardy	Summer 2017	
	Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD.	Lou Rhodes Ruth Guy-Clark	Ongoing 2017-18	ASD awareness training completed March 2017
	All educational and residential visits to be accessible to all.	Ensure each venue is vetted for appropriateness. Advance visits. EVOLVE Form and Risk assessments.	All Staff Lou Rhodes	Ongoing 2016-19	
	To ensure Makaton is used throughout school to support learning.	To provide training for key member of staff. Small group refresher sessions to take place with all staff.	Rhea Baverstock Lou Rhodes All Staff	Autumn 2016 / Spring 2017	Training completed March 2017. Small groups begun January 2017
	To ensure accessibility of IT equipment and use IT to support learning.	To ensure alternative / appropriate equipment is available. Liaise with IT support and Learning Support Team.	Sue Morrell Karen Roberts Lou Rhodes All staff	As required	

Improving the delivery of information.	To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	When required phone consultations will be offered by staff. Written information can also be provided. All general school information should be accessible via the website.	Tecahing Staff Admin Staff Lynette Randell Andy Jenkins	As required	
	To ensure that all parents and other members of the school community can access all information.	Written information will be provided in alternative formats as necessary.	Lynette Randell Admin Staff	As required	
Improving the Physical environment.	To continue to develop the outdoor spaces, e.g play equipment, gardens and outdoor learning spaces.	To continue to secure funding for work. To explore a range of different resources and equipment.	Lynette Randell Greenscene Andy Jenkins	Ongoing timeline	<i>Improvements to Reception play area completed Sept 2017</i>
	To develop a group of parent volunteers to support with environment and resource maintenance.	A group to be identified, tasks to be prioritised and managed.	Joy Chamberlain	Summer Term 2017	<i>Set up June 2017</i>
	To explore the possibility of creating a sensory space in school.	To identify a space and source the equipment required.	Lou Rhodes	Spring/ Summer 2018	
	Improve signage for all and ensure external access is clear for visually impaired people.	To identify trip hazards and use yellow tape to mark them. To continue the use of Makaton Symbols around school.	Lynette Randell Lou Rhodes	Summer 2018	