



Children First

DOVECOTE PRIMARY & NURSERY SCHOOL

Accessibility Plan

DOCUMENT PROVENANCE			
Status	Ratified	Current version no.	1.0
Organisation	Dovecote Primary & Nursery School	Version date	Jun 2022
Author		Approved by (If applicable)	School Governors
Approval date	Jun 2022	Next review date	Jun 2023

DOCUMENT CHANGE HISTORY			
Revision date	Version no.	Author of changes	Summary of changes

Purpose of the Plan

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

Definition of Disability

According to the Equality Act 2010, a person has a disability if: a) He or she has a physical or mental impairment. b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a.** 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;
- b.** Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c.** Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Anti-Bullying Statement
- Equality and Diversity
- School Development Plan

Training

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

As a school we work closely with other outside agencies such as the Autism Team and The Accessibility Team to review and improve the use of our environment, ensuring support and access for all.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Dovecote Primary and Nursery School will address the priorities identified in the plan. The plan is valid for three years 2022-25 and is reviewed annually.

Date Completed: June 2022

Review Date: June 2023

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current Good Practice	Objectives <i>Indicate short,</i>	Actions	Person Responsible	Date to complete action by	Success Criteria
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	<i>Include current good practice and practice under development</i>	<i>medium and long term objectives</i>				
Increase access to the curriculum for pupils with a disability.	<p>Dovecote Primary School embed a wide a varied curriculum which offers a variety of differentiation. We use a wide range of resources to enable all children to access the curriculum such as visual aids, sensory resources, different spaces, pre-teaching, modelling and scaffolding along with many others.</p> <p>The school promotes positive attitudes towards people with disabilities by ensuring displays and resources reflect diversity; the curriculum positively promoting difference; teachers taking into account provision maps when planning lessons; use of outside agencies to support staff training; using newsletters and web pages to promote policies.</p> <p>School clubs, sporting, cultural activities and school</p>	Use of IT to support learning needs (M)	CPD to be sought for all staff	SENDCo/IT Co-ordinator	Autumn 2023	Evidence of IT being used more effectively to support children in lessons.

	visits are accessible to all pupil including pupils with identified barriers to learning and participation and to pupils with Special Educational Needs or Disabilities (SEND). Actions include: risk assessment, provision of additional support and/or resources.	Updated provision plans in place and updated regularly.	Carry out learning walks and monitor provision highlighted on provision plans.	SENDCo/Class Teachers	July 2022 Reviewed Termly	Evidence of provision planned being carried out for children. Progress made from this provision.
Improve and maintain access to the physical environment	Specific children have access to specific equipment and setting arrangements. In-depth transition meetings happen each year to ensure a smooth move for September. Individual provision plans in place and reviewed regularly. Use of additional spaces for children to access at a variety of times throughout the day.	Review use, provision and layout of Butterfly SEND hub to ensure it is meeting need across school.	Planning/vision meeting to take place.	SENDCo/Head Teacher	September 2022	Evidence of appropriate provision meeting a range of need. Children making progress within the provision.
Improve the delivery of written information to pupils	Makaton is used within the school environment including resources, displays and signing. Visual timetables are used throughout school along with visual resources to support learning.	Ensure up to date training on Makaton for staff. Ensure consistency in use of fonts and symbols across school.	Book training and monitor use and input after. Carry out environment walk and feedback to staff.	SENDCo SENDCo	Autumn 2022/23 Autumn 2022	Consistent use of Makaton throughout school. Evidence of consistency in displays, classroom environments

	As a school we have access to the use of communicate and print to support the creating of resources for children.	Ensure all staff are familiar with this programme and know how to use it.	Book training and monitor use and input after.	SENDCo	Autumn 2022/23	and resources used. Evidence of use within learning resources.
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