

**DISLEY PRIMARY SCHOOL**

**'PROUD TO BELONG'**



**ACCESSIBILITY PLAN**

**SEPTEMBER 2021 – 2024**

# **Accessibility Plan**

Disley Primary School is a happy and caring community school, where all are welcomed and valued. We believe that every child has a right to an education that prepares them for life and their place in society and we work together to achieve the best for all the pupils in our care. We strive to promote a love of learning through a broad and balanced curriculum. Our school values of 'Respect, Resilience, Reflectiveness, Responsibility and Reciprocity' are interwoven in every aspect of school life here at Disley Primary School.

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**

Disley 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 parent's 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 Disley Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and 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 these 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, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Disley Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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).

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and 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**
- **SENDCO**
- **Site Manager**

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

**Written by:** Jake Nicklin (Headteacher) and Senior Leadership Team.

**Date:** September 2021

**Review Date:** September 2024

Physical access audit and plan						
Item	Issue	Yes	No	N/A	Action/Notes	Timescale
1	Is furniture and equipment selected, adjusted and located appropriately?	X				
2	Are pathways and routes logical and well signed?		X		Explore and get quotes for signage to direct people around school premises	2021/22
3	Do you have emergency and evacuation procedures to alert all students?		X		Invacuation policy to be written to clarify procedures in the event of an Invacuation	To be written by the end of Autumn term 1 2021
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	X				
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		School's sensory room in the development of being refurbished (in house) to provide a safe and quiet space for children who need it	To be completed by December 2021
7	Are car parking spaces reserved for disabled people near the main entrance?	X				
8	Are there any barriers to easy movement around the site and to the main entrance?	X			Steps leading down main playground from front entrance. Alternative route agreed with nursery on school site for disabled and pram access.  In the process of gaining quotes to create a ramp down the side of school to improve access	In place  2021-2022
9	Are steps needed for access to the main entrance?	X			Ramp put in place as required.	
10	Do all steps have contrasting edging?		X		Site manager to paint the edging of steps that are faded and to edge the steps leading down to the main playground from the main entrance in contrasting paint	2021-22

11	If there are steps, is a ramp provided to access the main entrance?	X				
12	Is the path around school level?		X		Some paving stones laid on the path at the front of school leading in from the main entrance have moved meaning the surface is un-level in places. Quotes being collected to price the relaying of the path.	2021-22
13	Are significant drops marked off with a rail and/or alternative provision?		X		When the school was refurbished, a wooden fence was removed from the bottom playground exposing a drop down of approximately half a metre. Contrast edging to be used whilst waiting for the implementation of a rail.	Contrast edging by Dec 21 Rail 2022-23
14	Is there a continuous handrail on each ramp and stair flight and landing.	X				
15	Is it possible for a wheelchair user to get through the principal door unaided?	X				
16	If no, is an alternative wheelchair accessible entrance provided?			X		
17	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	X				
18	Do all internal doors allow a wheelchair user to get through unaided?		X		High handles on certain doors to prevent young children leaving classrooms	
19	Do all the corridors have a clear, unobstructed width of 1.2m?		X		Cloak room trolley limiting width in corridor near hall. Explore other places to put cloak room.	December 2021
20	Does each corridor/block/building have a wheelchair accessible toilet?		X		Disabled toilet accessible at the front of school near the main entrance.	

21	Does the relevant block have accessible changing rooms?	X				
22	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?	X				
23	Does the building have a lift that can be used by wheelchair user to allow access to different levels?		X		Wheelchair users to use ground floor classrooms for accessibility purposes. Only two classrooms are located on another level	
24	Is there a continuous handrail on each internal stair flight?	X				
25	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.		X			
26	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		X			
27	Are non-visual guides used to assist people to use the buildings?		X			
28	Could any of the décor be confusing or disorientating for students with disabilities?	X				
29	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		X		Any hearing impaired children and adults would be accompanied and would be visually notified.	
30	Is a hearing induction loop available (either fixed or portable) in the school?		X		Would require specific risk assessment.	

Learning access and audit						
Item	Issue	Yes	No	N/A	Action/Notes	Timescale
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		X		Currently no training is in place. Training is reviewed termly as part of the headteacher's report and the headteacher will work with the school SENDCo to identify any training that staff can access to help support awareness of disabilities.	Reviewed termly and implemented on a needs basis
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			Training is reviewed annually. Staff are informed and supported to manage individual needs.	
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			All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need. Reasonable adjustments are made when needed.	
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			Specific assessments to be carried out based on individual needs. Laptops available to support children with dyslexia, if needed.	

**Information access and audit plan**

<b>Item</b>	<b>Issue</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Action/Notes</b>	<b>Timescale</b>
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		Specific assessments are based on individual need.	
2	Do you have the facilities such as ICT to produce written information in different formats?	X				
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				

## Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
All steps to have contrast edging	Headteacher Site manager	Dec 21	All steps to have contrast edging to reduce the risk of falling	
To explore options and action a safe way to cordon off drop down from wall on bottom playground. Use of contrast edging and explore the use of trellis planters to mark off area.	Headteacher Site Manager	Dec 21	To reduce the risk of falling up and from the top of the built in wall for all members of the school community	
To gain quotes and implement signage around school to help navigate parents around the site	Headteacher School Bursar	2021-22	School visitors can easily navigate around the school premises	
To create a quiet and calm area (sensory room) for children who require it	Headteacher Helen Stead	Dec 21	A quiet and calm area is provided for children who need the area	
To gain quotes and agree the relaying of the path around the front of school to ensure it is level	Headteacher School Bursar	2021-22	A level path to reduce trip hazards	
To purchase a threshold ramp to ensure wheelchair users can easily navigate around the school premises	Headteacher School Bursar	Dec 21	A threshold ramp is available when required	
To gain quotes to price how much a ramp along the side of school would cost to improve access for all.	Headteacher School Bursar	2021-22	Quotes available so school can allocate the funding needed to build a ramp along the side of school	
To build a ramp along the side of school to help aid the access into and out of school (budget allowing)	Headteacher School Bursar	2022 - 23	If the quotes and budget allows, school will set aside the relevant funds to build a ramp along the side of school to aid accessibility	

## Access to Curriculum – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be produced and dyslexia friendly spelling intervention to be introduced	SENCO	Ad hoc	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	In line with current pupils needs
Intervention training for support staff	SENCO	Ad hoc	Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs
Termly learning support meetings to take place to assess and address pupil needs.	SENCO	Via annual EHCP assessment	Pupil needs reviewed and being addressed.	In line with pupils personal plans
Training for teachers on differentiating the curriculum for disabled children as required.	Headteacher	Ad hoc	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	On going
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher	Ad hoc	Staff completed training for specific needs.	Epi pen training and diabetes awareness training for relevant staff in line with pupil needs

## Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> <li>• Large print</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul>	SENCO	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	
Ensure signage is suitable for non-readers, is clear and well situated	Headteacher	Ad Hoc	Pupils are able to navigate the school regardless of any disability	
The school makes itself aware of the services available through the LA for converting written information into alternative formats	Headteacher	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	