



Accessibility plan

2020- 2023

Section 1: Vision statement

Schools are required to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

According to the Act, a 'disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities'. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of Dovedale Primary School's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three 'key areas':

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. The plan is to be reviewed and updated at least every three years.

Section 2: Schools' aims

At Dovedale Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims:

- To provide a safe, secure, stimulating and supportive atmosphere where each child is valued.
- To nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally.
- To secure an inclusive learning environment and to support individual pupils with special educational needs and / or disabilities.
- To celebrate differences together through happy, safe and inclusive learning.
- Be compassionate and accepting of all.

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Dovedale Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Dovedale Primary School's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Section 3: Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

Dovedale Primary has close working relationships with its feeder nurseries and pre-schools with transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Liverpool SEN team, outreach services, health professionals and Educational Psychology Service, our Inclusion Manager manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding. The school's SLT and Mentors also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. In addition to this, the school works closely with specialist services. The school's governors, Inclusion Manager, teachers, teaching assistants and lunch-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs.

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Inclusion Manager/Mentors to access Early Help and other agencies, e.g. Young Carers
- Mentor programme for support following bereavement, grief or loss
- Advice, assessment and support from Speech and Language Therapist
- Teaching assistant for S&L intervention, inc. social communication
- Jigsaw whole class and small group work (Social and Emotional Aspects of Learning)
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions and fine and gross motor skills
- Access to ALL extra-curricular activities and clubs, school visits, residential and peripatetic instrumental tuition
- Coffee Mornings for pupils with SEND or autism and their parents, carers and siblings

- Advice and support from School Nurse Team
- Medical Room and Paediatric First Aiders
- Outdoor learning
- Use of diagnostic assessments
- Transition arrangements, planning and support

Dovedale Primary School celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Current Actions: improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

There are very few parts of the school to which disabled pupils have limited or no access. In addition, the environment is continually enhanced.

Current Actions: Improving the delivery of information to persons with a disability

School staff are aware of the services available for converting written information into alternative formats.

Section 4: Review and Implementation

The Accessibility Plan is reviewed annually by the Local Governing Body. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	1. School is aware of the access needs of disabled children.	Create access plans for individual disabled children as part of IEP process	September	Inclusion Manager	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
	2. School staff are better aware of access issues.	Provide information and training on disability equality for all staff.	Autumn 1	Headteacher/governing body	Raised confidence of staff and governors in commitment to meet access needs.
	3. Ensure tuck shop is accessible for all children in KS2	Rearrange where the trolley is situated so that it is accessible for all pupils	Autumn 1	D Cannon	All pupils in KS2 are able to access the tuck shop independently. Temporary closure due to COVID.
	3. Improve access to the reception area	a) Rearrange furniture so area is wheelchair accessible and put in waiting chairs for visitors b) Put up clear signs in the reception with symbols, welcome sign in different languages	Autumn 1 Autumn 2	Site Manager Site Manager	Disabled parents/carers and visitors feel welcome.
	4. Improve signage and external access for visually impaired people	a) Replace external light bulbs immediately when 'blown' b) coloured stripes on edge of all external steps	Ongoing Autumn 2	Site Manager Site Manager	Visually impaired people feel safe in the grounds. Access around the site easier for all.

	5. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children b) Develop a system to ensure all staff are aware of their responsibilities	September Autumn 2	Inclusion Manager Headteacher/governing body	All disabled children and staff working with them are safe and confident in event of fire.
Medium term	2. Improve accessibility of the ICT suite	a) Seek advice from ICT team on optimum layout of furniture b) Seek advice from ICT team accessible hardware (keyboards and mice)	Spring Spring	PPA Staff Computing Lead	Layout optimises teaching and learning and behaviour. Hardware available to meet needs of a wider arrange of children.
	3. Review and replace inadequate lighting in all areas	a) Seek advice on the lighting in all teaching areas from the Sensory Needs Service	By Sept 2022	Inclusion Manager and Caretaker	Lighting improved for visually impaired children currently in school.
	4. Improve sound system in the hall	a) Seek advice from the Sensory Needs Service	By Dec 2022	Inclusion Manager and Caretaker	Hearing impaired children and adults better able to access activities in Hall.
Long term	1. Audit accessible toilet for pupils		By March 2022	Headteacher	Able to admit a wider range of pupils with impairments.

	2. Ensure all fire escape routes are suitable for all	a) Request advice from Health and Safety Adviser on accessibility of exit routes and fire doors	By Dec 2020	Site Manager	All disabled staff, pupils and visitors able to have safe independent access in emergency situations
	3. Audit the reception security and entry system to make it more accessible and welcoming	a) Carry out access audit on reception area and consult disabled people's organisations, e.g. ESDA.	By June 2022	Site Manager	All disabled people able to access reception and enter independently.
	4. Ensure all common facilities are accessible to disabled children	Relocate any classrooms where necessary	Ongoing	Headteacher and SLT	All common facilities are on the ground floor.

Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	1. Increase confidence of staff in differentiating the curriculum	a) Undertake audit of staff training needs on curriculum access. (particularly new staff) b) Assign in service day to training identified e.g. dyslexia, differentiation, alternative recording	Ongoing	Inclusion Manager	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	2. Ensure TAs have access to specific training on disability issues	a) Use staff audit to identify TA training needs and inform Professional Development process b) TAs to access relevant CPD courses each year	Ongoing	J Jones Inclusion Manager	Raised confidence of TAs and 1:1s as above.
	3. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff	Ongoing Staff Meetings	Inclusion Managers	All staff aware of individual pupils' access needs.
	4. Ensure all staff are aware of, and able to use, SEN software and resources	a) Audit all SEN ICT and other resources and make list available to all staff b) Run individual training sessions on use of SEN Software	Ongoing	Inclusion Managers	Wider use of SEN resources in mainstream classes.

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term	1. Ensure all school trips and residential are accessible to all	a) Develop guidance for staff on making trips accessible b) Investigate residential locations to ensure accessibility for all pupils	Ongoing	Headteacher YGL Class Teachers	All children in school able to access all school trips and take part in range of activities.
	2 Review PE Curriculum to make PE accessible to all	a) Gather information in accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions c) Review PE curriculum to include disability sports	Ongoing	A Powell PE Coaches	All children able to access PE and disabled children more able to excel in sports.
	3. Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews b) Develop PSHE curriculum to address disability equality issues d) Have section on disability equality and curriculum access on staff share	Ongoing	Inclusion Manager to oversee and ensure all needs are met. Headteacher/Subject leaders	Gradual introduction of disability issues into all curriculum areas.
Long Term	1. Develop consistent approach to differentiation and alternative recording in school	a) Devise and consult on model school policy with good practice guidance b) Organise staff meetings and attend PPA to share	Ongoing	Inclusion Manager	All staff confident and consistent in range of differentiation strategies and use of alternative recording.

		good practice			
	2. Ensure SEND/disabled children participate equally in after school and lunch time activities	a) Survey participation in clubs at lunch and after school by disabled children b) Organise additional activities for excluded pupils	Ongoing "	L Cooper Headteacher	Disabled children confident and able to participate equally in out of school activities.
	3. Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality, explore support from Special Schools. b) Ensure new staff access similar CPD courses	Ongoing	Headteacher	All staff work from a disability equality perspective.
	4. Develop links with local special school to improve understanding of curriculum	a) Organise opportunities for staff to observe their curriculum area at Local Special School b) Establish link meetings for curriculum coordinators	Ongoing	Inclusion Manager	Increased confidence of staff in developing their curriculum area accessibly.
	5. Develop system for involving TA's in curriculum planning	Organise meetings with Teachers and TAs to discuss individual pupils. Teachers and TAs to meet to discuss planning and share ideas	Ongoing	YGL	Improved involvement of TA's in planning and evaluation of lessons.

Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English c) Produce newsletter in alternative formats e.g. large print	Annually from September	Headteacher	All parents getting information in format that they can access e.g. tape, large print.
	2. Ensure all staff are aware of guidance on accessible formats	a) Distribute guidance on good practice in accessible formats and Editorial guidelines. b) Provide guidance to staff on dyslexia and accessible information	Annually from September	Inclusion Manager	Staff start to produce routine information to children in more accessible ways.
	3. Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies/IEPs to meet needs	Annually from September	Inclusion Manager	Staff more aware of pupil's preferred methods of communication.
Medium Term	1. Reception booklet to be accessible	a) Seek advice making information accessible b) Redesign brochure in Plain English etc. and ensure it explicitly welcomes disabled	2021	Headteacher D Newby H Dwan Inclusion Team	Parents/carers feel confident in the information they have about the school.

		children and those with SEN			
	2. Produce accessible leaflet and increase support for parents of disabled children	<p>a) Work with parents of disabled children to produce an accessible SEN, curriculum info and Mentor support leaflets for the school.</p> <p>b) Set up a parents' group for training and support</p> <p>c) Routinely distribute information from Supportive Parents</p> <p>d) Establish a parent's information board on SEN / disability issues</p>	2021	Inclusion Manager	Increased confidence of parents of disabled children and those with SEN to support their children's education.
Long Term	1.Children become more aware of their own learning styles and access needs	<p>a) Include access to information in Circle Time</p> <p>b) Encourage pupils to express their access needs and explore learning styles</p>	Ongoing	Inclusion Manager YGL All teachers	Children able to articulate their access needs and understand their own learning styles.