



Dale Hall Primary School

Accessibility plan



Written and updated December 2021

This policy should be carried out in the context of and in conjunction with Dale Hall CP School's Safeguarding Policy

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act (2010). It draws on the guidance set out in "Accessible School: Planning to Increase Access to schools for disabled pupils" DfE.

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Please refer to our equal opportunities, SEND and safeguarding policies for more details.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	We use resources tailored to the needs of pupils who require support to access the curriculum	To create an inclusive classroom where pupils know where to select appropriate resources independently	Pupils shown how to identify and find the equipment needed for each task independently	Class teachers Teaching assistants Inclusion team	Jan 2022	Children can select appropriate equipment to help them with a task
	Curriculum resources include examples of people with disabilities	To ensure there is a bank of resources and awareness when designing lesson plans/powerpoint and smart board files.	Folder created on drive for staff to use. Reminders of this around the classroom- photos etc	JD	March 2022	When monitoring classrooms and the learning environment attention is given to representing people with disabilities.
	Targets are set effectively and are appropriate for pupils with additional needs. These are shared with parents.	Small steps are recorded via DOJO, photographs and shared with parents	ALL teachers and teaching assistants to post on DOJO at least 3 times a week	Teachers/Teaching assistants/inclusion team	Ongoing	Dojo reviewed regularly by class Phase leaders and SENDco
	The curriculum is reviewed to ensure it meets the needs of all pupils	All pupils feel represented and have equal access to the curriculum	Reviews take place every term and ensure all pupils have equitable access.	Curriculum leader	Ongoing	Curriculum leader to monitor.
AIM	CURRENT GOOD PRACTICE					

<p>Maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height
<p>Ensure the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Coloured overlays

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy