

# DUNNINGTON CE PRIMARY SCHOOL



## ACCESSIBILITY PLAN

<b>Date of Plan:</b>	May 2023
<b>Date of Review:</b>	May 2026
<b>Member(s) of staff responsible:</b>	Headteacher and SENDCo
<b>Governor(s) responsible:</b>	FGB
<b>Signature of Chair of Governors:</b>	
<b>Date:</b>	23 <sup>rd</sup> May 2023

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

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.

Our school aims to be fully inclusive and will strive to ensure that any child with special educational needs or disabilities (S.E.N.D.) will have their needs met and that they will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum 2014.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This plan takes account of the responsibilities and expectations outlined in the South York Multi Academy Trust (SYMAT) Equalities and Diversity Policy.

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.

The school supports any available partnerships to develop and implement the plan. 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with the SYMAT 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 PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with additional needs and/or a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>		School Improvement Plan 2023-24 to prioritise articulation of subject specific accessibility and adaptive teaching pedagogy.	<p>Staff training</p> <p>Subject progression plans to be updated to articulate how a range of adaptive teaching strategies can be used.</p>	<p>SENDCo</p> <p>All subject leaders</p>	<p>April 2023</p> <p>July 2024</p>	<p>Staff understand principles of adaptive teaching</p> <p>Adaptations ensure increased access across all curriculum areas for pupils with additional needs.</p>

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AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>		<p>Replace access doors from Key Stage 1 playground to improve wheelchair access throughout the site.</p> <p>Install automatic door openers.</p>	<p>As funds allow replace existing doors and thresholds.</p> <p>As funds allow replace existing doors and thresholds.</p>	<p>Headteacher and Governing body</p> <p>Headteacher and Governing body</p>	<p>As funds allow</p> <p>As funds allow</p>	<p>All doors are wheelchair friendly.</p> <p>Key points of entry around the site are wheelchair friendly.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print/ alternative format resources</li> <li>• Pictorial or symbolic representations (visual time tables, communicate in print)</li> <li>• Use of technology to support pupils (Clicker, chrome books)</li> </ul>				Headteacher, SENDCo, all teaching staff.	Ongoing	Pupils with SEND are able to fully access the curriculum.

Every lesson counts. Every interaction matters. Every day is vital.

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#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher and SENDCo.

It will be approved by the governing body.

#### **5. Links with other policies**

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

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