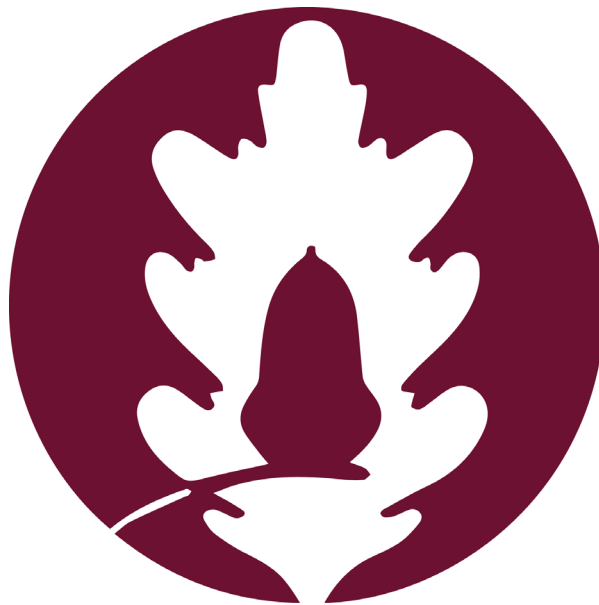


Accessibility Plan

Dalmain Primary School



**Where creativity meets educational
excellence**

Our vision is:

Through inspirational, inclusive and academically challenging learning opportunities, we aim to nourish and encourage our children to become curious, confident and aspirational young citizens of the world.

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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 pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

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, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability or on the SEND register	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Visual and concrete resources used to support learning, e.g. taskboards, visual prompts, picture symbols, visual timetables, pictures, word banks, writing frames, numberlines, Numicon, multiplication squares.</p> <p>Individual assessments for any pupil with an identified disability to ensure all additional support</p>	<p>Disseminate the information needed for children with a disability, on the SEND Register and identified health needs to all staff.</p> <p>All staff have the necessary information and training to teach and support pupils with disabilities</p>	<p>Annual questionnaire to parents/carers (disability, health), termly update of SEND Register.</p> <p>Termly review of school data list to coincide with census returns.</p> <p>Ongoing monitoring of Quality First Provision to monitor inclusion and identify areas for development</p> <p>Opportunities for staff reflection on practice to identify own strengths and areas for development.</p> <p>Regular CPD</p> <p>Differentiation to meet the needs of the children in each class identified in all planning</p>	<p>School Office Manager</p> <p>School Office Manager</p> <p>SENDCo</p> <p>SLT</p> <p>SLT</p> <p>Teaching staff</p>	<p>Start of each academic year</p> <p>Beginning of each term</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

	and reasonable adjustments are put in place		Drop ins with SENCO to discuss the needs in the classroom.	SENDCo/teaching staff	
			Regular implementation of the Access, Plan, Do, Review cycle and Graduated Approach.	SENDCo	Ongoing
		Access to technology and any other specialist equipment	Progress reviewed and monitored by SLT in pupil progress meetings	SLT	Beginning of each term
			SENCO working with IT Coordinator and Sensory Teachers Team (e.g. VCN for the Visually Impaired, SEND iPads)	SENDCo	Ongoing
			Pupil Voice		Ongoing
		Planned physical adjustments in the classroom	Seating arrangements to take account of sight lines, posture and concentration and use of writing slopes and work stations which are available when necessary	Class teachers in discussion with SENDCo	Ongoing
			Adjustments to reduce glare, e.g. coloured overlays on text, coloured background on computer screen/interactive whiteboard, coloured paper for photocopying worksheets		
		All pupils encouraged to take part in music, drama and physical activities and supported to join after school clubs	Attendance at clubs monitored for inclusion (Pupil Premium and SEND)	Pupil Premium Lead, SENDCo School Office Manager	Termly

		<p>School visits are accessible to all, irrespective of impairment</p>	<p>Liaise with children and parents to identify any issues causing anxiety</p> <p>Actively work to ensure children with SEND/Pupil Premium are enabled to access residential visits</p> <p>Designated member of staff to be assigned to support SEND pupils and those with medical conditions or other disability</p> <p>School to liaise with providers to ensure provision is put in place and visit is accessible for all pupils</p>	<p>SLT</p> <p>SLT/SENDCo</p> <p>SENDCo</p> <p>Teaching staff to liaise with SENDCo</p>	<p>Ongoing</p>
		<p>Monitored withdrawal of identified pupils for specific teaching or therapy ensuring children do not as a consequence miss out teaching or other activities</p>	<p>Liaise with outside agencies (inc. physiotherapists, occupational therapists, speech and language therapists, specialist teachers, Child & Adolescent Mental Health)</p> <p>Regularly monitor through Access, Plan, Do, Review cycle.</p>	<p>SENDCo</p> <p>Inclusion Team</p>	<p>Ongoing</p> <p>Ongoing</p>
		<p>Strategies to ensure difficulty in one area of school life, such as mobility, basic skills, emotional and social interaction, does not hold pupil back in other areas</p>	<p>Use strengths and need questionnaire.</p> <p>Social & Emotional Aspects of Learning, Circle time, story time or assembly</p> <p>Use of Boxall Profile, Emotional Literacy and other assessment tools to identify need</p>	<p>SENDCo</p>	

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"> • Ramps • Disabled toilet downstairs • Emergency and evacuation systems enable all pupils to feel safe • Extra fire Marshalls and louder fire alarm system accompanied by additional flashing lights for those with hearing impairments • Yellow markings painted on to steps, wall edges and trip hazard for Visually Impaired pupils. • Personal evacuation plans in place • Use of ear defenders for pupils with noise sensitivity • Individual, portable light fittings for visually impaired pupils • Reduced sensory stimulation for ASD pupils with sensory sensitivities 	<p>Access to the school building for pupils and authorised visitors is easy and safe</p>	<p>Further lobby local council to provide dedicated disabled parking bay and a dropped curb provision for wheelchairs</p>	Resources Committee	Spring 2024
		<p>To improve disability access to upstairs classrooms.</p>	<p>Investigate the feasibility of having a lift and upstairs disabled toilet.</p> <p>In the meantime the school will maintain a flexible approach to meeting individual needs by adjusting use of space in the building.</p>	Resources Committee	Summer 2024
		<p>Pathways of travel around the school both inside and out are clear and safe</p>	<p>Each class chooses two designated coat monitors to ensure corridors are clear. Visual prompts in corridors</p>	Class Teachers	Daily
		<p>Appropriate sound levels for sensitive pupils</p>	<p>Twice daily inspection of outside areas</p>	Premises	Daily
		<p>Appropriate lighting for all pupils.</p>	<p>Sound audit, excessive noise at certain times, noisy equipment, steps, flooring and other areas highlighted for concern.</p>	Premises	Ongoing
		<p>Size and layout of inside and</p>	<p>Pupil voice</p>	SLT	Termly
			<p>Continue to develop playground ensuring inclusive and quiet areas in place to support all children</p>	Inclusion Team	Begun September 2023: ongoing
			<p>Reviewing Lighting Lux Level – update lighting where necessary.</p>	Premises	Ongoing replacement

		outside areas allow access for all pupils	Downstairs classroom doors to lower corridor and fire doors along the lower corridor to be widened to allow wheelchair access, followed by plans to adapt each classroom door where funds allow.	Premises	of identified light fittings. Ongoing
Improve the delivery of information to pupils with a disability	<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 • Pictorial or symbolic representations • Manipulatives • VCN technology on SEND iPads 	<p>Delivery of information supports pupils with disabilities</p> <p>All staff are familiar with technology and practices developed to assist people with disabilities</p> <p>Pupils enabled to use alternative formats to demonstrate, order and reflect on their learning</p> <p>Access arrangements for written school assessments e.g. adapted papers, enlarged print, extra time,</p>	<p>Information to be provided in simple language, symbols, large print, audio-tape or digital format and is available on request in Braille.</p> <p>Reading aloud from teaching resources and describing diagrams, pictures.</p> <p>Homework assignments take account of pupils with disabilities</p> <p>Monitor homework is differentiated for children with SEND</p> <p>Staff training needs identified through Performance Management and ongoing evaluation cycle</p> <p>Refer to Inclusive teaching observation checklist and 'Alternatives to Written Recording'</p>	<p>School Office</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>SLT</p> <p>SENDCo</p>	<p>When required</p> <p>When required</p> <p>When required</p> <p>Ongoing Annual</p> <p>When required</p>

		assisted reading in Maths and Science, scribing, coloured overlays, rest breaks	SENCO to be aware of annual changes to 'Access Arrangements' for SATs testing Ensure assessment procedures throughout the school are appropriate to pupils' needs	SENDCo	Annually
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4. Monitoring arrangements

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

It will be approved by the Headteacher and the school governing body.

5. Links with other policies

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

- Health and Safety Policy
- Single Equality Policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disabilities (SEND) information report
- SEND Policy
- Supporting Pupils with Long-Term Medical Conditions Policy

Approval Level:	Full Governing Body
SEND Link Governor:	Claire Witkowski
Signed by Chair of Governors (Catriona Scott):	<i>Catriona Scott</i>
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