

# **Accessibility Plan for Doxey Primary School**

## **Introduction**

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our school's accessibility plans are aimed at:

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

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Our school's previous access plans were incorporated into a Disability Equality Scheme 2010 - 2013 and build on those foundations. This access plan includes data and consultation from those schemes where they continue to be relevant.

## **Notes**

The definition of disability under the law is a wide one. A disabled person is someone who has a :

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

### School Values

Our school has adopted the following five core values : Self-belief, Perseverance, Pride, Curiosity, Respect. These values underpin everything we do, and inform our approach to disability, inclusion and access. In particular, the value of Respect for all individuals and the celebration of diversity is a key element in our thinking and ethos.

The school has celebrated the completion of a new build section in 2011, which incorporated considerations of disability access including hearing loops in community use rooms, disabled parking spaces, disabled toilet facilities, appropriate door thresholds and door widths for wheelchair users. However our school is not complacent following this excellent provision and seeks to extend access in other areas.

<b><u>Action</u></b>	<b><u>Success criteria</u></b>	<b><u>Lead person</u></b>	<b><u>Timescale</u></b>	<b><u>Monitoring</u></b>
<p><b>Further develop systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates</b></p> <p>All children, staff, parents and governors have an increased understanding of disability and are willing to declare a disability - Adjust SEN reviews to try and encourage greater participation from parents. Continue to survey parents about disability. Continue to discuss 'how well we are doing' with a range of stakeholders.</p> <p>Children to become more aware of what could constitute a disability through Assemblies and Classroom discussions.</p>	<p>School has a greater understanding of others' views because of a willingness to share disability issues.</p>	<p>SENCo</p>	<p>On going work</p>	

<p><b>Further develop systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services.</b> Governor responsible for SEN and inclusion to monitor more closely through discussions and conferencing with particular focus on reasonable adjustments.</p>	<p>Governors are more aware of adjustments being made by school and are able to support stakeholders in making decisions about reasonable adjustments.</p>	<p>Inclusion Governor/ Head Teacher/ SENCo</p>	<p>Termly</p>	
<p><b>Further develop systematic processes for evaluating the impact of reasonable adjustments on cohorts with a disability and report annually to governors</b> Monitor disability groups through whole school data and track to see if adjustments are ensuring children make at least expected progress.</p>	<p>Staff are aware if vulnerable groups are failing to make progress and can action accordingly.</p>	<p>Assessment / SENCo</p>	<p>Ongoing work</p>	
<p><b>Publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets.</b> Collect and publish data of incidents of disability discrimination.</p>	<p>Parents, governors and school tackle incidents promptly and correctly.</p>	<p>Head Teacher</p>	<p>Ongoing</p>	
<p><b><u>Action</u></b></p>	<p><b><u>Success criteria</u></b></p>	<p><b><u>Lead person</u></b></p>	<p><b><u>Timescale</u></b></p>	<p><b><u>Monitoring</u></b></p>
<p><b>Increase access to the curriculum by:</b>  Increase access to intervention programmes to ensure all children can make at least expected progress as per whole school tracker data.</p>	<p>Progress of all groups who are not currently making expected progress improves.</p>	<p>Literacy/ Numeracy/ SENCo</p>	<p>Ongoing work</p>	

<p><b>Increase access to the physical environment by:</b></p> <p>Ensuring that corridor access is kept as clear as possible at all times to ensure wheelchair users can freely move around the building.</p> <p>Ensure that policies reflect consideration of the needs of Wheelchair Users through all parts of the building, with especial consideration being given to access through doorways.</p>	<p>School is considering the needs of all potential users of the building and is making reasonable adjustments in a pre-emptive rather than reactive manner.</p> <p>Policies reflect the priorities of the Access Plan.</p>	<p>Health and Safety Manager</p> <p>Health and Safety Manager</p>	<p>Ongoing work</p> <p>Ongoing</p>	
<p><b>Increase access to written materials by:</b></p> <p>Improve format of letters where possible to include bullet pointing to ensure parents/carers understand exactly which actions they are being asked to take.</p> <p>Ensure word-processed materials on displays are in the school handwriting font (HfW cursive)</p>	<p>Bullet pointing is used on letters where possible.</p> <p>All pupils are able to access clear displays which support their learning.</p>	<p>Office Manager</p> <p>Head Teacher</p>	<p>Ongoing work</p> <p>Ongoing</p>	