

Dunston Primary School Accessibility Plan November 2016- November 2019

At Dunston St Peters Church of England Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to further develop a culture of awareness, **tolerance** and inclusion.

We are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

With this in mind this Accessibility Plan has been drawn up to show our commitment to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of **Equality and Inclusion**.
- Improve access to **the physical environment** of the school adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning File
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As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The plan will be monitored through the Premises and Achievements and Standards governors committees.

The school will work in partnership with the local authority in developing and implementing this plan.

Equality and Inclusion				
Targets	Strategies	Outcome	Timeframe	Goals Achieved
To ensure accessibility is an annual agenda item at Governors meetings.	Clerk to Governors to add this item to their required publication details.	Adherence to current legislation. Accessibility becomes an annual agenda item at Governors Meetings	Annually	
Training is undertaken to raise awareness of equality and disability issues	Discuss current perception of issues with school staff and governors to determine their training needs. Training is provided in response to the results of the discussions and identified needs.	Whole school community is aware of issues relating to access.	Discussion to take place before July 2017. Training to be arranged within the following academic year and then will be on-going.	

Physical Environment				
Targets	Strategies	Outcome	Timeframe	Goals Achieved
To ensure wheelchair users or those with mobility needs have full access into and out of the classrooms through the rear doors.	To add ramps to the exits to the rear of the main school.	Ramps are added to the rear of the school.	To be in place by July 2018.	
To make visitors aware of the provision of a disabled parking space.	To ensure the disabled space in the car park is clearly marked.	The disabled parking space is marked out or a sign is put up to show this.	Action to be complete by July 2017.	
To ensure that wheelchair users are able to access the proposed main office and entrance to the school.	To improve access to the entrance of the school by considering the use of an automatic doorway. Ensure the new office allows access for wheelchair users.	The door is automatic or a system is in place which allows anyone needing assistance with the door to obtain it. An assessment is completed once the new office is installed.	To be in place by July 2018 for the main entrance. To be completed by April 2017.	
Ensure any proposed modification or extension of the current building provides features which maintain optimal accessibility for everyone.	Where new plans are drawn up to modify or extend the building they are done so in accordance with current legislation.	Accessibility and adherence to current legislation are maintained and considered in any new building work.	On-going.	

Curriculum

Targets	Strategies	Outcome	Timeframe	Goals Achieved
<p>To ensure staff are fully equipped to meet the needs of the pupils within the school.</p>	<p>Undertake an audit of staff training requirements.</p> <p>Relevant training is provided to meet the needs of the pupils.</p>	<p>Teachers are able to meet the needs of all children with regard to enabling access to the curriculum.</p>	<p>This will be an on-going process and will change as the needs of the children and expertise of staff will change over time.</p>	
<p>For all extra-curricular activities to enable the participation of the whole school community.</p>	<p>Consult with external provider to assess their current knowledge of pupils who need additional arrangements made to enable them to participate.</p> <p>Provide support and a named person for external providers to speak with to support them in ensuring provision (including equipment) enables all pupils to fully access the activity.</p>	<p>External providers are well informed about the needs of pupils and understand how they can seek further advice to further promote the access of these pupils to the activities they are leading.</p>	<p>Reviewed as a new club or term of the activity commences.</p> <p>On-going.</p>	
<p>To continue to ensure classrooms are optimally organised and equipment facilitates the full participation and</p>	<p>SENDCo to undertake observations to specifically focus on observing the access children have within each classroom and their</p>	<p>Classroom organisation will be amended where a need to do so is identified and this will have a positive impact on enabling all</p>	<p>Observations and discussions will be undertaken during terms 5 and 6.</p>	

<p>independence of all pupils.</p>	<p>use of the resources/ equipment within it.</p> <p>SENDCo to discuss arrangements made to promote access to the classroom and the resources/ equipment within it with each teacher.</p> <p>After observation and consultation further equipment will be ordered where needed or classroom layout will be amended in light of discussions.</p>	<p>pupils to optimally access the curriculum.</p> <p>Resources and equipment will be obtained where a need to do so is identified and this will have a positive impact on enabling all pupils to optimally access the curriculum.</p>	<p>This process will then be on-going.</p> <p>Layout and organisation will be amended where needed as soon as is reasonably practicable.</p> <p>Requests for equipment will be made by the end of the term before the equipment is anticipated to be needed.</p> <p>This process will then be on-going.</p>	
<p>To ensure all pupils individual needs are met when undertaking assessments.</p>	<p>SENDCo, Class Teachers and Headteacher will ensure relevant documentation supports access arrangements.</p> <p>Access arrangements ensure all pupils have access to the appropriate provision to meet their needs when undertaking assessments.</p>	<p>All pupils will have their individual needs met to optimally remove barriers to their full potential being achieved during assessments.</p>	<p>On-going.</p>	

Written/ Other Information				
Targets	Strategies	Outcome	Timeframe	Goals Achieved
To increase awareness of parents that if they need information other than the standard written formats that alternative communication can be provided.	Display a poster advertising the availability of other formats. Ensure as a part of new parents welcome talks or when new parents enrol a child in school that they are made aware of the availability of other formats/ languages.	Parents with a need to access alternative methods of communication are aware that it is possible to do so.	On-going	
To ask parents to provide their opinions on the quality of communication and seek their opinions as to how this could be improved.	Complete a survey in order to obtain the views of parents on the quality and suitability of information from school.	School is able to take the opinion of parents into account when planning the delivery of written information.	Spring (Term 3) 2017 a short survey will be undertaken.	