

Dunham on Trent Church of England Primary School

Headteacher: Mrs Kathryn King



Accessibility Plan

January 2023

Review January 2025

OUR SCHOOL VISION

At Dunham-on-Trent Church of England Primary School we believe that our purpose, within a mindful Christian environment, is to open up horizons of aspiration for every child and adult; enabling them to learn well, be healthy and safe in spirit, mind and body, and to discover 'Life in all its fullness.'

We inspire a joy in learning; empowering every individual to have the courage to make mistakes and try new things, leading to resilience in learning and life.

We value each other and we value our community; in giving and appreciating each other, we build better relationships and are able to flourish together.

We encourage a spirit of forgiveness and reconciliation; showing respect for every individual; being peacemakers.

We nurture a global view; celebrating difference and developing hope in our shared life on a fragile planet.

Our School Values are reflected within this policy as it is through our values of:

- Community we give and appreciate other so we can ensure we are able to flourish together, not just in school, but throughout the wider community
- Respect for ourselves and others regardless of race, religion, gender, ability and for others
- Hope that we will all be treated with respect and understanding

Legislative Context

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning, “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010, a person has a disability if:

- He or she has a physical or mental impairment.

AND

- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every two years and approved by the Governing Body. The School Improvement Plan addresses priorities identified and timings for actions are set.

Introduction

Dunham on Trent Church of England County Primary School is committed to ensuring that that all pupils, irrespective of gender, ethnicity and special needs and/or disability, make the best possible progress during their time at the school. Teaching staff practice high quality teaching and differentiation as a first response to ensure all individual pupils’ needs are met.

We have, or are able to put in place provision to support pupils with a range of different needs:

- Cognition and Learning needs,
- Social, Emotional and Mental Health Difficulties (SEMH),
- Communication and Interaction needs and Sensory
- Physical

School consists of one school building, which is one storey building, catering for the needs of pupils between the ages of 3 – 11 years.

Class sizes are within the government guidelines for mixed year groups. These are as follows:

- Class 1 Foundation Stage 2 and Year 1 For the current academic year (2022/ 2023)
- Class 2 Year 2
- Class 3 Year 3 and Year 4
- Class 4 Year 5 and Year 6

In all these classrooms, we ensure all lessons are tailored to the pupils’ needs and work is planned and matched to the pupils’ different abilities using quality first teaching. Pupils are given the opportunity to access the curriculum at a level, which is suitable for them. Care is taken to identify a child’s preferred way of learning and work is planned accordingly.

Our Commitment

At Dunham-on-Trent Church of England Primary School all pupils, irrespective of gender, ethnicity and special needs and/or disability have a genuine opportunity to experience all aspects of the school curriculum and are given the opportunity to fulfil their potential. We strive to ensure that all pupils have very positive relationships with the adults' throughout school, and thus feel they can talk to their class teacher or any other adult about any concerns or worries they may have. Every child's well-being is considered extremely important.

Our Aims

- To ensure that all pupils, irrespective of any particular need, are supported to achieve their full potential in terms of their academic achievement and their social, moral, spiritual and personal development.
- To work closely with parents/carers, and maintain an open dialogue to ensure that parents are fully involved with all aspects relating their child's education.
- To provide an inclusive environment in which all pupils feel valued and confident to participate.
- All outcomes from the School Improvement Plan address the identified needs of all pupils in the school.
- Every person will be encouraged to develop, make progress and will be afforded equality of opportunity.
- To provide appropriate support to allow all pupils, to access a wide and varied curriculum that meets the requirements of the new Primary National Curriculum and that offers appropriate levels of challenge.
- To target resources effectively to maximise the learning opportunities for all pupils.
- We will work in partnership with governors, parents and carers, local schools and all agencies that support pupils.

Our Priorities

Within Dunham on Trent Church of England County Primary School, we have set the following priorities regarding accessibility:

- 1) Teaching staff to differentiate learning and outcomes, teaching strategies and approaches within units of English, Maths and Topic, to maximise involvement and learning for each pupil. The school recognises that teaching approaches must reflect the learning styles of individual students.
- 2) To enhance the opportunity for all pupils to voice their opinions feelings and views within school, regarding their learning.
- 3) Embed school values across Dunham on Trent Church of England County Primary School and promote respect and generosity towards others, the wider community and ourselves.

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents.	SLT/ SENDCo	<ul style="list-style-type: none"> - Plan, do, review meetings: termly meetings with parents to discuss strengths, weaknesses, set targets. - Transition meetings: when moving onto the next class or a new setting, usually at the end of the year. - End of year written report. 	Time allocated.	In place and ongoing.	Parents/carers fully informed about progress & engage with their child's learning.
Training for staff on increasing access to the curriculum for all pupils.	SLT / SENDCo	<ul style="list-style-type: none"> - Epipen training - Training from SFSS, BpBp, EP, SALT. - Access to relevant courses and CPD. - Online resources for CPD shared with staff (SEND Gateway, Em-edsupport) - Ongoing guidance from specialists e.g. SFSS Sensory Support, physiotherapists, OT, Fountaindale Physical Disability Specialist Service, Healthy Family Team, Paediatric Community Nurse etc. 	<ul style="list-style-type: none"> - Training time. - TA time allocated. 	In place and ongoing: <ul style="list-style-type: none"> - Epipen Training. - Regular visits from outside professionals. 	<ul style="list-style-type: none"> - Increased access to the curriculum. - Needs of all learners met. - Maintain records of staff trained.
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils.	SENDCo/ SLT	<ul style="list-style-type: none"> - Strategic deployment of support staff/intervention teachers. - Use of ICT, (e.g.: apps on iPad, Clicker). - Purchase and allocate other resources as needed, e.g: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books, overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL (we currently have none in school at the moment). - Ensure specialist equipment (e.g.: hearing aids) are checked daily and seek advice if needed; from Sensory Support (again we have none in school at the moment). 	<ul style="list-style-type: none"> - Specific apps to support learning on ipads. - Other resources as required for individual pupils 	In place and ongoing.	<ul style="list-style-type: none"> - Positive impact on pupil progress. - Barriers to learning are removed by use of apps such as Clicker.
Adaptations to the curriculum to meet the needs of individual learners.	SENDCo	<ul style="list-style-type: none"> - Pastoral support. - Timetable adaptations. - Individual physiotherapy/OT interventions. - Speech and language therapy interventions. - Specific training in word processing - touch type Programme. - Use of access arrangements for assessment/National tests. 	<ul style="list-style-type: none"> - TA/ Teacher time allocated. - Regular input from outside agencies. 	In place and ongoing: <ul style="list-style-type: none"> - Regular visits from outside professionals. 	Needs of all learners met enabling positive outcomes.
Improve educational experiences for visually impaired pupils.	SENDCo	<ul style="list-style-type: none"> - Consult SFSS Sensory team. - Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs. 	Cost of equipment.	In place when required.	Teaching aids such as whiteboards and screen easily seen to enhance learning experiences for pupils.

Improve educational experiences for hearing impaired pupils.	SENDCo	<ul style="list-style-type: none"> - Daily maintenance and use of radio aids (when required). - Consider hearing loop/sound field systems if recommended - Consult SFSS Sensory team. 	Installation of equipment.	In place when required.	Staff know how to operate/maintain hearing technology to enhance learning experiences for pupils.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	SLT (RS)/ SENDCo/ Staff leading clubs/ Breakfast and 3:30 club.	<ul style="list-style-type: none"> - Risk assessments will be undertaken where appropriate. - Providers will comply with all legal requirements. 	Any specialist equipment needed to allow a child to access a club.	Ongoing.	Increased access to the extra-curricular activities for all pupils with SEND.

2. Improving Physical Environment

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets.	Office Manager/ HT/ Site Manager	Maintain wheelchair accessible toilets with clinical waste bins.	Maintenance costs.	In place and ongoing.	School will be fully accessible for wheelchair users.
Access into and around school and reception to be fully compliant.	Office Manager/ HT/ Site Manager	<ul style="list-style-type: none"> - Wide doors and corridors. - Clear route through school. 	Maintenance costs.	In place and ongoing.	School will be fully accessible for wheelchair users.
Improvements to help the visually impaired.	Office Manager/ HT/ Site Manager	<ul style="list-style-type: none"> - Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint. - Trip hazards identified and addressed, with support from the care taking staff where applicable. 	Cost of materials and labour.	In place and ongoing maintenance.	<ul style="list-style-type: none"> - Hazards highlighted to increase safety for the visually impaired. - All areas monitored and maintained.
Improvements to help the hearing impaired.	Office Manager/ HT	<ul style="list-style-type: none"> - Install hearing loop/ sound field when necessary. - Alarm linked to fire alarms. 	Cost of equipment/ installation.	Future plan.	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school.	Office Manager/ HT	Signs indicate wheelchair friendly routes around school.	Cost of signs.	In place.	Disabled people aware of wheelchair access.

Maintain safe access around exterior of school.	Site Manager/ School Grounds People	Ensure that pathways are kept clear of vegetation.	Cost included in ground`s maintenance contract.	In place and ongoing.	People with disabilities can move unhindered along exterior pathways.
Maintain safe access around the interior of the school.	Office Manager/ HT	Awareness of flooring, furniture and layout in planning for disabled pupils.	Cost of any adjustments that need to be made.	In place and ongoing.	People with disabilities can move safely around the school.

3 Improve the Delivery of Written Information					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Office/ SLT/ SENDCo/ School Council	<ul style="list-style-type: none"> - Information shared electronically on class dojo. Parents offered paper copy as an alternative to those who cannot easily access technology. - Improve availability of information for parents; share updates/notices on class dojo, display appropriate information in school windows. - Key content published on school website. - Provided translated documents where appropriate. 	<ul style="list-style-type: none"> - Contact details. - Cost of translation adaptation of information. 	In place & ongoing	All parent/carers will be up to date and well informed of school information.
Ensure documents are accessible for pupils with visual impairment.	Class teachers/ SENDCo	<ul style="list-style-type: none"> - Seek and act on advice from SFSS Sensory Team on individual pupil requirements. - Use of magnifier where appropriate. - Ensure large, clear font used in documentation. 	Loan/purchase costs of magnifier or other specialist equipment.	In place when required.	Pupils able to access all school documentation.

Signed (Head teacher) _____ Date _____

Signed (SENDCo) _____ Date _____

Signed (SEND Governor) _____ Date _____