

# Accessibility plan

## George Dixon Primary School



**Approved by:**

Full Governing Board

**Date:** 29<sup>th</sup> November 2022

## 1.Aims

It is a requirement under the Equality Act 2010 that schools 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

At George Dixon Primary School we have developed our values through the 7c's: Care, Commitment, Courtesy, Courage, Consideration, Co-operation and Communication. 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. George Dixon Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. George Dixon Primary School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<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>Close liaison with outside agencies for pupils with on-going health needs.</p>	<p>CPD for staff involving outside agencies where necessary</p> <p>Use of interactive ICT equipment to aid with independent achievement.</p> <p>Specific equipment sourced from specialist teaching services</p> <p>To increase awareness of disabilities and diversity within the curriculum.</p>	<p>Senco to conduct an audit for staff SEN audit.</p> <p>Train staff to start using resources such as Clicker to support for children with learning difficulties.</p> <p>Ensure that teaching staff receive relevant training for pupils in their class with disabilities.</p> <p>Curriculum resources include examples of people with disabilities</p>	<p>All staff</p> <p>SenCo to arrange training.</p> <p>SenCo</p> <p>All staff</p>	<p>Ongoing</p> <p>Spring 2022</p> <p>Ongoing</p> <p>May 2023</p> <p>Celebrating Face equality day.</p>	<p>Advice taken from specialist teaching services and strategies evident in classroom practice</p> <p>Increasing awareness and acceptance of disabilities within the school curriculum.</p>

<p><b>Improve and maintain access to the physical environment</b></p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Lifts</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>To continue improving the physical environment of the school</p>	<p>Taking into account of the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access and more accessible facilities and fittings.</p>	<p>SLT</p>	<p>Ongoing</p>	<p>Enabling needs to be met where possible.</p>
<p><b>Improve the delivery of information to pupils with a disability</b></p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Pictorial or symbolic representations</li> </ul>	<p>To purchase Communication In Print and train staff on how to use the software and make it a part of their inclusive teaching practice through the use of visual resources.</p> <p>To review pupils records regularly ensuring schools awareness of any disabilities.</p>	<p>SenCo to look at budget in the new financial year and see if it is possible to purchase this, or a few licenses to start with.</p> <p>Cost is £1900 for site license.</p> <p>Information collected about new children. Records passed up to each class teacher</p> <p>End of year class handover meetings and one page profiles updated.</p> <p>Annual reviews/SEN support plans.</p>	<p>SenCo</p> <p>All staff</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All children being able to access the curriculum through visual resources.</p> <p>Transition for pupils is as smooth as possible.</p>

		<p>Ensuring all pupils with a disability are able to fully access the curriculum and appropriate risk measures are taken into account.</p> <p>To improve the progress of pupils with speech and language needs.</p>	<p>Liaise with external agencies to ensure that pupils can fully take part in visits and activities like swimming. Complete the correct paperwork to support this.</p> <p>Speech and language therapist to work with individual pupils and to train staff to work with groups of pupils.</p>	<p>SenCo/out side agencies and staff involved with pupils.</p> <p>SALT/Support staff</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All pupils' needs are met and they are able to access the curriculum.</p> <p>Development of Speech and language therapy throughout the school.</p>
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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 approved by the Governing body.

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

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- SEN Policy
- Supporting pupils with medical conditions policy

