

Dishforth CE Primary School – School Accessibility Plan 2022-2025



To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

| <u>Targets</u> | <u>Strategies</u> | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u> |
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| <p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of access issues</p> | <p>a) to create access plans for individual disabled children as part of the individual provision map process.</p> <p>b) to ensure staff and governors can access areas of school used for meetings</p> <p>c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>e) Staff to share SENCO passport information with volunteers and support staff to ensure continuity of care for the children</p> | <p>As required</p> <p>Ongoing process</p> <p>Information available from SENCo</p> | <p>SENCO / class teacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher / H&S governor</p> <p>SENCO</p> | <p>IPM's are in place for pupils with disabilities and all staff are aware of pupils' needs.</p> <p>All staff & governors are confident that their needs are met Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.</p> <p>Volunteers are aware of needs of SEN children at all times</p> |
| <p>Ensure everyone has access</p> | <p>a) ensure that nothing is preventing wheelchair access</p> <p>b) check the outer door is wide enough for a wheelchair</p> | <p>Daily check to ensure the area in clear of obstructions</p> | <p>Site Supervisor / Health & Safety Committee/ HT</p> <p>H&S Committee</p> | <p>Disabled parents / carers / visitors feel welcome.</p> |

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| <p>Maintain safe access for all</p> | <p>Check condition of paint on step edges regularly Check exterior lighting is working on a regular basis</p> | <p>Ongoing checks</p> | <p>Site Supervisor / Health & Safety Committee</p> | <p>Visually impaired people feel safe in school grounds. White edges to be re-done as needed throughout the school year.</p> |
| <p>Ensure all people with disabilities and impairments can be safely evacuated</p> | <p>a) Ensure there is a personal emergency evacuation plan (PEEP) for all people with disabilities and impairments. b) Ensure all staff are aware of their responsibilities in evacuation by being aware IPMs</p> | <p>As required</p> | <p>SENCO Headteacher to remind staff</p> | <p>All people with disabilities and impairments and staff working with them are safe in the event of a fire. There is constant supervision for children with disabilities who would need help in the event of an evacuation. People in wheelchairs can be evacuated quickly and easily</p> |
| <p>Ensure there are enough fire exits around school that are suitable for people with a disability</p> | <p>Ensure staff are aware of need to keep fire exits clear.</p> | <p>Daily</p> | <p>All staff/Headteacher</p> | <p>All disabled personnel and pupils have safe independent exits from school</p> |

To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

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| Ensure support staff have specific training on disability issues where needed | Identify training needs at regular meetings | Ongoing | SENCO / Headteacher | Raised confidence of support staff |
| Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access | Ensure IPMs for disabled children are in place. Children to be involved in compiling information to help adults in school meet individual needs Share information with all agencies involved with each child | As required | SENCO | All staff are aware of individual's needs |
| All school visits and trips need to be accessible to all pupils | Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible | Ongoing | EVC / SENCO | All pupils are able to access all school trips and take part in a range of activities |
| Review PE curriculum to ensure PE is accessible to all pupils | Review PE curriculum to include disability sports | As required | SENCO & PE co-ordinator | All pupils have access to PE and are able to excel. Child's T.A. will be there all the time |
| Review curriculum areas and planning to include disability issues | Include specific reference to disability equality in all curriculum reviews | Ongoing | SENCO & Headteacher | Gradual introduction of disability issues into all curriculum areas |
| Ensure disabled children can take part equally in lunchtime and after school activities | Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school. | As required | SENCO | Disabled children feel able to participate equally in out of school activities. Disabled lift to access Out of School Club. |
| Develop links with a special school | Develop links for the North Star Teaching Alliance and consider sharing INSET opportunities. | Ongoing | SENCO / Headteacher | Increased understanding of the opportunities available to the children |

To improve the delivery of information to pupils and parents with disabilities.

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEN(D) Policy). Large print format materials can be made available. If either child or parents have difficulty accessing information normally provided in writing by the school as worksheets, homework or newsletters then the Academy will be happy to consider alternative forms of provision.

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| To improve awareness of alternative formats for sharing information for pupils, parents and visitors. | <ul style="list-style-type: none"> • Continue to develop use of symbol software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the reading books to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible | Ongoing | Headteacher / SENCO | ALL People feel they are welcome in school |
| Inclusive discussion of access to information in all parent/teacher annual meetings | <p>Ask parents about preferred formats for accessing information eg braille, other languages</p> <p>Accessibility features of website to be reviewed</p> | Annually | SENCO / Headteacher SENCO/Headteacher | Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all |
| To review children's records ensuring school's awareness of any disabilities | <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews | Ongoing | SENCO / Headteacher / Class teacher | Improve awareness. |

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| | <ul style="list-style-type: none">• IPM meetings• Medical forms updated annually for all children Personal health plans• Significant health problems – children’s photos displayed on staffroom notice board / info kept in separate file | | | |
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