



Accessibility Plan 2020-2023

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Statement of Intent

At North Duffield Primary School we work with relentless consistency to enable **all** our children to achieve our school vision, "**Growing Learners for Life,**" **Every child will make good or better progress through the high quality teaching they will receive, and their engagement with our diverse, absorbing and exciting curriculum which provides appropriate and relevant enrichment experiences.**

We model and promote an inclusive ethos so our learners are flexible, imaginative, responsible and confident life-long learners, who value "Rights, Respect, Responsibility and Independence." The fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs, are promoted throughout our school curriculum, and our whole school ethos. This ensures that all children including those with SEND or medical conditions have the same opportunities and expectations placed upon them as all other young people.

Everyone at North Duffield Primary School has the right to feel welcome, secure and happy. It is the responsibility of the Governing Body and Headteacher to ensure that all members of the school community work within a safe and enabling environment. Our Anti-Bullying Policy has been developed in line with the school's vision, aims and values.

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1. Aims

Schools are required under the Equality Act 2010 to 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

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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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including appropriate pupils, staff and governors of the school.

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 plans

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Improving the curriculum access at North Duffield CP

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Lead</u>	<u>Time-frame</u>	<u>Achievement</u>
Resources are tailored to the needs of the pupils who require access to the curriculum.	Identify pupils needs and the resources and adjustments to increase access to the curriculum. If required, staff training on use and impact of the resources SLT, SENDCo and core leaders monitor impact of resources with class teachers 6 week evaluation of progress/ impact of resources.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum and appropriate resources,	SLT	September 2021	Increase in access to the curriculum.
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available.	SENDCo	September 2020	Increase in access to all school activities for all disabled pupils.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	SLT	Annually in June	Increase in access to all school activities for all disabled pupils.
Ensure key staff have ASD training	Provide training for key staff. Discuss perception of issues with staff to determine the current status of school.	Lead to whole school community aware of issues relating pupils with ASD	SENDCo	October 2020	Increase access to the curriculum and school for children with ASD.

<p>To improve the attainment and learning behaviours of pupils with social, emotional and mental health difficulties,</p>	<p>Review PSO support for children with MH difficulties and adapt as required.</p> <p>Signpost parents to support if required Develop emotional regulation strategies with the pupils, staff and parents</p> <p>Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENCo</p>	<p>Children with SEMH identified and strategies in place to improve learning behaviours and attainment within the curriculum.</p> <p>Support identified and shared with parents and children</p>	<p>HT, PSO, DSLs and SENDCO</p>	<p>Ongoing every 6 weeks</p>	<p>SEMH strategies are successfully in reducing the number of children requiring support.</p>
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North Duffield CP Accessibility Plan 2020-23

Improving the delivery of written information at North Duffield CP

Target	Strategy	Outcome	Lead	Time-frame	Achievement
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes.	Office/ SLT	May 2017	Delivery of information to disabled pupils improved.
Make available school prospectus, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested.	All school information available for all who request it.	SENDCo/ Office	July 2017	Delivery of school information to parents and the local community improved.
Review documentation with a view of ensuring accessibility for pupils/ adults with visual impairment.	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all who request it.	SLT/ office	July 2016	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised.	SENDCo	September 2016	School is more effective in meeting the needs of pupils.
The school website is available in different formats	Update school website to include access for visually impaired and other languages	Website is accessible for all	Admin (website) & Governors	June 2017	An accessible website

including language and spoken.					
Children with toileting needs have a good experience and support in school	<p>Staff to be made aware of children's rights to use the toilet and children with specific bladders issues</p> <p>Care plans for identified children to be written and shared with all staff.</p> <p>Audit present toileting facilities.</p> <p>Gather opinions from a range of stakeholders about current facilities.</p> <p>Toilet facilities are changed.</p>	<p>All children have access to the toilets, are with dignity and not discriminated against.</p> <p>Staff awareness of children with bladder issues</p>	SENDCo	<p>September 2020</p> <p>September 2021</p>	Children are happy and less anxious to ask and use the toilets in school.

North Duffield CP Accessibility Plan 2020-23

Improving the physical access at North Duffield CP

Target	Strategy	Outcome	Lead	Time-frame	Achievement
To improve access to school via a new reception and waiting area.	Research automatic door system for reception and hall doors. Get quotations for alteration to the doors. Governing Body and SLT to agree funding for the project.	All will feel welcome and able to attend school events.	HT	September 2022	School is accessible to and inclusive of all.
New boundary fencing has access for wheelchairs around school	Walk ways around school are clear and allow all to access the school grounds at specific times of the day. Obtain quotes for automatic front gate.	Safe school with access via entrances designed to cover Equalities policy	SLT/Premises committee	December 2020	Safe school which allows access for all users.
Audit physical environment.	Audits of school grounds	All children and parents are able to access environment in school.	H & S Governor/ SENDco / HT	ongoing	Inclusive environment, safe for all
Access to the site via wheelchair.	Review pathways and entrances into school. Lower kerbs/ level pathways if necessary. Ensure disable access is clearly marked on doors	Easier access to school grounds for people in a wheelchair.	HT/ Premises	September 2021	Increase in access to all school activities for all disabled people
Ensure all entrances and trip hazards are clearly marked for visually impaired stakeholders.	Audit and update signage around school. To review and extend yellow, white marking to highlight steps and entrances.	Less risks of trips and falls in school. Visually impaired stakeholders can move around school safely	HT	January 2021	
To improve car parking facilities, creating more spaces including	Traffic audit outside school- they type of people using the spaces outside school. Identify area for increased car parking spaces.	More space for cars, reducing the need for spaces outside school. Disabled bays are clearly marked and used for the correct purpose.	HT/ Premises	September 2022	Reduction in traffic outside school (safety)

<p>dedicated disabled bays.</p>	<p>Research the requirements for disabled bays.</p> <p>Plan and cost the redevelopment- include new fencing to allow parts of the car park to be open all day without reducing security.</p> <p>Tender and select contractor to complete the work.</p>	<p>Less use of space outside school from staff and visitors.</p>			<p>Increased access to school for disabled stakeholders.</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 board**.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Child Protection Policy

Appendix 1: Accessibility audit.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				