Accessibility Plan

Dee Point
Primary School

Delegate Function: FGB
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Dee Point Primary School Accessibility Plan and Policy

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Our school vision and values that underpin this, explicitly show our commitment to equality for all children:

To inspire children to succeed by realizing their ambitions and strengthening educational outcomes in a nurturing, exciting environment

To achieve our vision we will…

Embrace and support families as an integral part of the school community
Expand children's horizons through developing excellence in teaching & learning
Celebrate uniqueness & individuality so children can be the best possible versions of themselves

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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.

The school work's closely with the SEN team in Cheshire West and Chester Local Authority to support the high numbers of children with complex learning and physical needs.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

Please see the school's recent action plan to ensure we are supporting the needs of all pupils, staff and visitors.

Dee Point Primary School Accessibility Action Plan

Aim	Current Good practice	Objectives	Actions to be taken	Person Responsible	Date to be completed	Success Criteria
Increase access to the curriculum for pupils with a disability	Our school adopts the Education Endowment Fund's evidence-based '5 core practices' approach in order to support high quality teaching to improve outcomes for pupils with SEND. The 5 core principles are integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their peers. These five core practices to support all pupils, including those with SEND, are – 1. Explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, using technology • Our school offers a differentiated curriculum for all pupils through scaffolding • We use resources tailored to the needs of pupils who require support to access the curriculum, such as recording devises, manipulatives and devices to support children with visual and hearing impairments, • Curriculum resources include examples of people with disabilities	**<u>SHORT TERM</u>**: Teachers have completed the '5 core principles' reflection document in order for the SENCo to identify strengths and are for further training Through monitoring of all subjects, the 5 core principles are evident in lessons Monitoring of pupil passports show that targets are set effectively and are appropriate Scaffolding is utilised in order to offer appropriate differentiation Pupils with SEND are provided with resources to order to meet their needs. Pupils with SEND are able to identify resources that	• Monitoring of pupil passports • Monitoring of '5 core principles' in lessons • Professional Development meetings to take place Spring and Summer term to recap 5 core principles' • Pupil voice monitoring to identify if children are able to talk about their targets and curriculum resources • Monitor pupil's progress termly and • Track pupil progress termly and ensure the SLT are involved in this process	Hannah Seddon James Martin	Autumn 2024 Spring 2025 Summer 2024	Are teachers able to identify areas of strengths in implementing the '5 core principles?' Are teachers able to identify areas of development in implementing the '5 core principles?' During classroom observations, is it evident that the '5 core principles' are being used to support teaching and learning? Are teachers tracking the impact of interventions? Are pupil targets set effectively and appropriate for pupils with SEND? Is scaffolding used in lessons to offer appropriate differentiation? During teaching and learning, are pupils with SEND provided with resources to support their learning? Are pupils with SEND able to identify resources that

	• Curriculum progress is tracked for all pupils, including those with a disability, through a range of assessments, • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Dee Point Primary is a fully inclusive mainstream school that also offers four resource provision classes who are collectively known as 'The Nest' which primarily supports children with communication and interaction needs. • Children learn at their own pace with an individualised personal curriculum with a high number of staff. • Children are taught using a holistic approach; including the use of sensory and kinaesthetic experiences. • Lessons are planned based on the children's needs. • A broad and balanced curriculum is delivered whilst tailoring learning to suit the needs of the children. • Literacy underpins the school curriculum and by developing children's' abilities to speak,	support their learning and development. **<u>LONG TERM:</u>** Teachers are able to confidently show how the principles are used in lessons to support teaching and learning, particularly for children with SEND Curriculum progress is can be seen on Target Tracker. Curriculum progress is monitored by teachers to identify any concerns around children's progress. Progress Target Tracker is assessed alongside senior leaders.				help them in their learning?

	sign, listen, read and write will help them to use language to learn and communicate					

Aim	Current Good practice	Objectives	Actions to be taken	Person Responsible	Date to be completed	Success Criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramped access at different points around the school. • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Vision panels • Nosing strips on stairs for visual impairment	The light posts within the school grounds do not feature markings at two heights. This could cause a potential collision hazard.	Well contrasted markings should be provided at two heights to the posts/columns. Refer to BS8300 - Each free-standing post, e.g. a lighting column, within an access route should contrast visually with the background against which it is seen (it is desirable also to incorporate a band, 150 mm high, whose bottom edge is 1 500 mm above ground level, and which contrasts visually with the remainder of the column or post	DW / DR	July 2025	Does the visibility of posts along access routes improve as a result of the new fittings?
		The school does not have a minicom provided	Provide a minicom facility and ensure staff are trained in how to use the facility.	DW / DR	July 2025	Are relevant staff trained on how to use this system to support parents, carers and

		to accommodate hearing impaired people who are unable to use the telephone	Ensure that the direct line is advertised in relevant literature and on the internet. Note – whilst it is possible to take an incoming minicom call via BT Typetalk (a BT relay operator recites what is being typed on the minicom) Personal research shows that people would rather not have a third person in the conversation.			other visitors?

Aim	Current Good practice	Objectives	Actions to be taken	Person Responsible	Date to be completed	Success Criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	The school needs to install an induction loop in the main hall to aid people with hearing impairments. This part of the school is an area in which visitors can frequent such as for performances.	Cost and build into DFC budget a permanent induction loop.	DW / DR	July 2025	Are staff familiar with how the induction loop works? Does anything conflict it's use in the hall? Do the school know how many people would benefit from this?

		Within the accessible WCs the colour contrast to the white fittings is poor. This is due to white items seen against white walls.	Colour contrast should be added to the fixtures and fittings within the accessible WCs.	DW / DR	July 25	Are these easily visible? Do they support visually impaired children / staff / visitors to locate fittings easily?
		Various items within the reception area are positioned at above 1200mm which is too high for wheelchair users or for people of small stature. There is also no signage to state that information can be provided in accessible formats on request.	Signage should be provided to indicate that all leaflets and information can be provided in accessible formats on request. Site management should undertake a review and ensure all leaflets are available within 1200mm of the ground floor level. This can sometimes be achieved by repeating the leaflets vertically rather than horizontally.	DW / DR	July 25	Is the main entrance more accessible for all needs?

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher

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
- SEND policy
- Supporting pupils with medical conditions policy