

# DENE HOUSE PRIMARY SCHOOL

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*Aspire Achieve Smile*

## ***Accessibility Policy and Plan***

Date of last review: Sept 2022

Date of next review: Sept 2025

Lead member of staff: Mr Blake (Headteacher)

## **1. Vision Statement**

## **2. Aims and Objectives**

## **3. Current good practice**

- Physical Environment
- Curriculum
- Information

## **4. Access Audit**

## **5. Management, coordination and implementation**

## **6. Action Plan**

### **Vision Statement:**

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 that “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:

- (a) He or she has a physical or mental impairment, and
- (b) 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 three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Dene House Primary School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Dene House Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long

learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Dene House Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Dene House Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Dene House Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability areas, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Dene House Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and

governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **1. Aims and Objectives**

### **Our Aims are to:**

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below.

## **2. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs;

### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

## **3. Access Audit**

The school is a **single** storey building with corridors and several access points from outside. All areas are ground level with entrances having ramps to enter the building. There is on-site car parking for staff and visitors. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance is accessed through a buzzer system.

The school has internal emergency signage and escape routes are clearly marked.

## **4. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.

- The Governors and Senior Leadership Team will work closely with the Local Authority and The Tudhoe Learning Trust

## 5. Action Plan

### **Aim 1: 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.

|                   | <b>Targets</b>   | <b>Strategies</b>  | <b>Timescale</b>                                    | <b>Responsibilities</b>  | <b>Success Criteria</b>  |
|-------------------|--|--|---|--|--|
| <b>SHORT TERM</b> | To liaise with the other nursery providers to review potential intake for Sept 2020  | To identify pupils who may need additional to or different from provision for the previous year's Intake | June 2022<br>June 2023<br>June 2024<br>June 2025    | HT<br>EYFS teacher<br>SENCO<br>Inclusion Manager                             | Procedures/equipment / ideas set in place by Sept 2022/23/24/25. |
|                   | To review all statutory policies to ensure that they reflect inclusive practice and procedure  | To comply with the Equality Act 2010   | Ongoing<br>2022/23<br>2023/24<br>2024/25            | HT<br>All subject leaders<br>SENCO<br>Inclusion Manager<br>Behaviour Manager | All policies clearly reflect inclusive practice and procedure    |
|                   | To establish close liaison with parents  | To ensure collaboration and sharing between school and families.   | Ongoing throughout<br>2022/23<br>2023/24<br>2024/25 | HT<br>SENCO<br>All Teachers<br>Inclusion Manager<br>Behaviour Manager        | Clear collaborative working approach                             |
|                   | To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues | To ensure collaboration between all key personnel  | Ongoing throughout<br>2022/23<br>2023/24<br>2024/25 | HT<br>TAs<br>Outside agencies-<br>Health                                     | Clear collaborative working approach                             |

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|                    | To ensure full access to the curriculum for all children. | Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> <li>A differentiated curriculum with alternatives offered.</li> </ul>   | Ongoing throughout<br>2022/23<br>2023/24<br>2024/25 | Teachers                                      | Advice taken and strategies evident in   |
|                    |   | <ul style="list-style-type: none"> <li>The use of Pre-Key Stage Standards to assist in developing learning opportunities for children and also in assessing progress in different subjects.</li> <li>A range of support staff including trained teaching assistants</li> <li>Multimedia activities to support most curriculum areas</li> <li>Use of interactive ICT equipment</li> <li>Specific equipment –weighted blankets occupational therapy</li> </ul> |   | SENCO<br>Specialist Provision<br><br>Ed Psych | classroom practice.<br><br>ASD children supported and accessing curriculum.                              |
|                    | <b>Tasks/Targets</b>                                      | <b>Strategies</b>  | <b>Timescale</b>                                    | <b>Responsibilities</b>                       | <b>Success Criteria</b>  |
| <b>MEDIUM TERM</b> | To review attainment of all SEN pupils.                   | SENCO/Class teacher meetings/Pupil progress<br><br>Scrutiny of assessment system<br><br>Regular liaison with parents   | Termly  | Class teachers<br><br>SENCO                   | Progress made towards support plan outcomes<br><br>Provision mapping shows clear steps and progress made |
|                    | To monitor attainment of more able pupils                 | Class teacher meetings/Pupil progress<br><br>Scrutiny of assessment system<br><br>Regular liaison with parents   | Ongoing   | Class teachers                                | Achieving above average results  |

|                  |   |   |  |   |  |
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|                  | <p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p> | <p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Ear defenders –Sensory equipment- ASD</li> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul> | Ongoing  | Whole school approach                           | <p>Variety of learning styles and multi- sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p> |
|                  | <b>Targets</b>  | <b>Strategies</b>   | <b>Timescale</b>                                 | <b>Responsibilities</b>                         | <b>Success Criteria</b>  |
| <b>LONG TERM</b> | To evaluate and review the above short and long term targets annually   | See above   | Annually   | SLT, Core curriculum co-ordinators<br>Governors | All children making good progress.   |
|                  | To deliver findings to the Governing Body   | Finance and Premises and Curriculum Governors meetings  | Annually<br>Termly SEN Governor / SENCO meetings | SENCO<br><br>SLT/SEN Governor                   | Governors fully informed about SEN provision and progress  |

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

|                   | <b>Targets</b>   | <b>Strategies</b>  | <b>Timescale</b>                                 | <b>Responsibilities</b>         | <b>Success Criteria</b>                     |
|-------------------|--|--|--|---------------------------------|---|
| <b>SHORT TERM</b> | Improve physical environment of school environment       | The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.   | Ongoing  | SLT                             | Enabling needs to be met where possible.    |
|                   | Ensure visually stimulating environment for all children | Colourful, lively displays in classrooms and inviting role play areas.   | Ongoing  | Teaching and non-teaching staff | Lively and inviting environment maintained. |
|                   | Ensuring all with a disability are able to be involved.  | <ul style="list-style-type: none"> <li>• Create access plans, when required, for individual disabled children as part of support plan process</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.</li> </ul> | With immediate effect, to be constantly reviewed | Teaching and non-teaching staff | Enabling needs to be met where possible.    |

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|                    | To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.   | With immediate effect to be constantly reviewed | Head Teacher<br>SENCO<br>Inclusion Manager<br>School nurse               |  |
|                    | Ensuring disabled parents have every opportunity to be involved                                   | <ul style="list-style-type: none"> <li>• Arrange interpreters from the RNID to communicate with deaf parents</li> <li>• offer a telephone call to explain letters home for some parents who need this</li> <li>• adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul> | With immediate effect to be constantly reviewed | Whole school team<br><br>With immediate effect to be constantly reviewed | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education |
|                    | <b>Targets</b>  | <b>Strategies</b>  | <b>Timescale</b>                                | <b>Responsibilities</b>  | <b>Success Criteria</b>  |
| <b>MEDIUM TERM</b> | To improve community links  | School to continue to have strong links with schools in the local community and trust community.   | Ongoing   | All staff  | Improved awareness of disabilities/the wider community Peterlee and the world and their needs<br><br>Improved community cohesion             |