



## Accessibility 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

Duckmanton Primary 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.

1. Duckmanton Primary School is committed to the principles of accessibility. Our school is available to everyone on equal and equitable terms.
2. Duckmanton Primary School provides for the additional needs of disabled pupils who have Special Educational Needs. Under the 2010 Equality Act any discrimination by schools against current or prospective pupils in accessing education will be outlawed. The new duties laid down by the DDA are aimed to build on and complement the best inclusive practices.
3. The plan will be made available online on the school website, and paper copies are available upon request.

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

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 staff and governors of the school.

## 2. Legislation & 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

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

Aim	Target	Strategy	Timescale	Person Responsible	Success Criteria
Increase access to the curriculum for pupils with a disability	Increase confidence of staff in differentiating the curriculum	Give CPD time to discuss scaffolding and approaches Ensure training for staff in identified conditions e.g. dyslexia, VI, cerebral palsy Provide opportunities for staff to visit specialist schools and other staff working with SEN children	Ongoing	Headteacher SENCO	Raised confidence of staff in strategies for scaffolding and increased pupil participation.
	Ensure TLAs have access to specific training on disability issues	Identify TA training needs and inform Professional Development process TAs to access relevant CPD courses each year Relevant staff to have and keep updated their moving and handling training.	Ongoing	SENCO SENTLAs	Raised confidence of TAs as above.
	Ensure all relevant staff are aware of disabled children's curriculum access	Ensure work is scaffolded for children Time for discussions between staff around transition time Additional needs children should have quick reference guides available for staff to refer to when necessary (one page profile)	Ongoing	All Teaching Staff SENCO	All staff aware of individual pupils' access needs.
	Ensure all school extra-curricular activities (including trips and residential) are accessible to all	Contact venues before trip and assess access for disabled children	Ongoing	EVC Lead	All children in school able to access all school trips and take part in range of activities.
	Continue to review PE Curriculum to make PE accessible to all	Gather information in accessible PE and Disability Sports Invite disabled sports people in for particular sessions. Qualitas staff to be made aware of children's specific needs.	Ongoing	SENCO PE Lead	All children able to access PE and disabled children more able to excel in sports.

Improve and maintain access to the physical environment	School is aware of the access needs of disabled children.	Create access plans and evacuation plans for individual disabled children. Liaise with feeder nurseries to identify children who may need additional to or different from provision in Sept intake Offer home visits to parents to discuss entry Expectations.	Before admission	SENCO EYFS Team	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Parents are confident their children will be provided for
	The school is aware of the access needs of pupils, staff, governors, parents / carers and visitors	To record any access issues which may arise for pupils as part of induction process, writing of health care plans, individual provision maps. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access arrangements during recruitment process.	Ongoing	SENCO	Aware of all needs of all stakeholders.
	Ensure all disabled pupils can be safely evacuated PEEPs to be written for all pupils requiring one.	PEEPs to be written for all pupils requiring one.	Before admission/As soon as need presents	SENCO	Disabled pupil will be evacuated safely.
	All fire escape routes are suitable for all.	Make sure all areas of school can have wheelchair access.	Ongoing	Site Manager	Fire escape routes are accessible for all pupils and adults.
	All classrooms are wheelchair accessible and internal layout is enabling for the wheelchair user to access all areas within the classroom.	Make reasonable adjustments to furniture to accommodate the needs of individual pupils. It is important that all pupils can circulate freely around the classroom, and can access storage areas, equipment, sinks, sockets, and so on.	Ongoing	All Class Teachers	To continue to assess further new classroom layouts, furniture, equipment, sound and vision, ICT, lighting and ceiling, carpeting in terms of wheelchair disability accessibility and engagement with those with hearing impairment and auditory memory difficulties.
	To organise classrooms to promote the participation of pupils with learning and physical disabilities.	The provision of ample space and level access is important for those using assistive devices, such as wheelchairs, crutches or canes.	Ongoing	All Class Teachers	

Aim	Target	Strategy	Timescale	Person Responsible	Success Criteria
Improve the delivery of information to pupils with a disability	Review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when child is admitted to school – ensure this information is passed on each year to new teachers. Review all letters home to check reading age/Plain English Aware of parents needs e.g. large print, use of website/email, reading letters to parents etc	Ongoing	Headteacher	All parents getting information in format that they can access e.g. large print/email
	Ensure all staff are aware of guidance on accessible formats	Distribute DDA guidance from DCC Provide guidance to staff on dyslexia and accessible information	Ongoing	SENCO	Staff continue to produce routine information to children in more accessible ways.
	Continue to develop visual timetabling for SEND children	Use of PECS Icons across school and whole class visual timetables. Now/Then boards AM/PM board Staff meeting to share good practice. CPD and support from Speech and Language Services	Ongoing	Class Teachers & SENCO SENTLAs	All children clear about timetable and secure about what is happening.
	Continue to ensure information is readily available in school for parents of SEN children	Maintain parent's information board on SEN / disability issues	Ongoing	SENCO	Increased confidence of parents of disabled children and those with SEN to support their children's education.

#### **4. Monitoring Arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body.

It will be approved by the governing body and Governor responsible for SEND.

#### **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