

Disability and Accessibility Plan



	Name	Date
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Approved by:	Governing Body	September 2021
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Disability and Accessibility Plan

We are 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 steps with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This plan should be read in conjunction with the following policies:

- SEND
- Health and Safety Policy
- Behaviour Management Policy
- School Improvement Plan

We believe that this accessibility plan is compliant with current legislation and requirements as outlined in the Equality Act 2010, Schedule 10 (which incorporates the SEN and Disability Act, 2001 and the Disability Discrimination Act, 1995)

We aim:

- *To ensure that disabled pupils are not treated less favourably for a reason related to their disability*
- *To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;*
- *To plan to increase access to the curriculum for disabled pupils; including teaching and learning, access to after school clubs run by school staff school visits, and whole school life.*

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- *Increase the extent to which disabled pupils can participate in the curriculum;*
- *Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.*

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised every 3 years. Attached to this policy is the Accessibility Action Plan showing how the school will address the priorities identified in the Access Audit Checklist conducted every three years.

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Purpose and direction:

The purpose and direction of the school's plan is to reduce and eliminate barriers to access the curriculum and to achieving full participation in the school community for all pupils and adults users with a disability.

Audit of existing achievements and provision:

Curriculum:

- Data obtained on future pupils to facilitate advanced planning – includes pupils entering the Foundation stage.
- Established procedures for the identification and support of pupils with Special Educational Needs.
- Detailed pupil information on SEND pupils given to relevant staff.
- Pupil progress meetings with all staff, Assistant Head teacher and Deputy Head teacher.
- Pupils and parents involved in target setting and reviews of LSPs or Individual Provision Maps
- Liaison with external agencies (EP, CAMHS, BSS, Speech and Language Service, EWO, Physiotherapist, OT, Russet House, Hearing Impaired Service and Visually Impaired Service).
- Specialist resources to support specific needs (software specific to needs e.g. Clicker, writing slopes, move n sit cushions, pencil grips, coloured paper, coloured overlays, reading rulers etc.).
- Specialist arrangements for KS2 SATS (extra time applied for, use of amanuensis, large print papers).
- Differentiated curriculum to enable all pupils to feel secure and make progress.
- Learning support assistants and teaching assistants deployed to cover specific literacy, numeracy, speech and language and OT intervention programmes.
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need.

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Information

- Provision of information to pupils with a disability – this is currently provided by review meetings, parents evenings and meetings with external agencies as required. Information from external agencies will be discussed and they are encouraged to attend meetings with parents. The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.
- Prospective parents of statemented pupils and pupils identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school. These pupils may be visited in the pre-school setting and/or the home by school staff.
- It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.

IRB (Inclusion Resource Base)

Children accessing the Inclusion Resource Base, are encouraged to access the wider school community as much as possible. Individual plans are made to facilitate, where possible a child's integration.

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3 Year Accessibility Action Plan (2021 - 2024)

Note: Due to the School's Grade 2 listing status, physical alternations to the school are limited.

Objective (Taken from Access Audit Checklist July 2021)	Actions	Completion date
Section A – Approach and car parking		
A12	Suitable temporary ramp will be purchased if necessary	When required
Section B – Routes and external level change		
B04	Adequate external emergency lighting outside entrances to be investigated and costed, based on need, as steps are required to enter buildings	September 2022
Section C – Entrances, including reception		
C05	Investigate costing of delayed closer for front doors in main entrance and CC	September 2022
C06, C10	Investigate companies and costing to be ready to invest in tactile information boards and large format signage	September 2022
Section D – Horizontal movement and assembly		
D07, D09	Investigate the possibility of using textured surfaces in corridors to convey useful information to users with impaired vision, should the need arise	September 2022
D15,D16,D17	Look to invest in an induction loop system if requirements change and it is needed in an assembly area, such as the main hall or lobby	September 2022
Section E – Vertical movement and internal level change		
E02	Where not in conflict with the grade 2 listing, look to extend or replace hand rails that do not extend 300mm beyond the top and bottom of any flight	September 2022
E08	Portable ramp to be looked into, where required, for internal steps	When required
Section F - Doors		
F06	Door handle at main entrance may be too high – look into adjusting if need arises. Classroom handle lowering	When required

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	would be in conflict with grade 2 listing	
Section G - Lavatories		
G07	Purchase portable ramp, as currently limited by stairs	September 2022
G08	Signage required for accessible toilet, both on the door itself, and in the corridor to signal where it is	December 2021
G11	There should be a specified person who is designated to respond to the emergency call system in the accessible toilet	December 2021
Section H – Fixtures and fittings		
H08	Consideration if redesigning the canteen, to include spaces for potential wheelchair users, especially if the seating is fixed	September 2022 – or taking into account any redesigns of the canteen
Section I - Communication		
I04	Look to continuously upgrade lighting that fails to LED standard – it is brighter and reduces glare	As required
Section J – means of escape		
J04	Update and make clear in the fire evacuation policy (and induction if necessary) that refuge points are available at the top of protected staircases, as they are protected by two sets of 60 min fire doors	September 2021 (review of policy)
General	Review PEEPs as required if a wheelchair user is to have regular access to the upper floor areas	When required.