



School's Accessibility Plan

Reviewed: October 2023

Review date: October 2026

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The Accessibility Audit](#)
4. [Planning duty 1: Curriculum](#)
5. [Planning duty 2: Physical environment](#)
6. [Planning duty 3: Information](#)
7. [Monitoring and review](#)

Statement of intent

This plan outlines how Dobcroft Junior School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the **curriculum, physical environment and information**).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.
-

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Reviewed by policy committee- 2nd October 2023

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- School's Pupil Equality, Equity, Diversity and Inclusivity Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Local authority admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions and Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an Accessibility Audit **every two years**. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Accessibility Planning & Provision at Dobcroft School

Below outlines the typical provision and strategies we use in our school to ensure all pupils can access all elements of school life. This is a non-exhaustive list and at times bespoke provision is put in place to meet specific needs of individuals. The delivery of the accessibility strategy will be through the implementation of any of the following plans: SEND support plan, EHCP plan, Medical care Plan, PEEPs (personal evacuation plan), individual behaviour plan. Not all pupils will have every plan depending upon their specific needs.

Access to the curriculum	Access to the physical environment	Access to information
<ul style="list-style-type: none"> ● Pupil support plans clearly outline adjustments and provision required for pupils with SEND ● The above are reviewed 3 times per year- led by the SENCO ● External support is sought to support the above where necessary 	<ul style="list-style-type: none"> ● Classrooms are typically ‘unfussy’ and organised in order to not over stimulate pupils ● Physical items such as standing desks, wobble cushions and fidget toys are accessible for all pupils ● Turn it around areas are available to all pupils to 	<ul style="list-style-type: none"> ● Paper copies of all communication is available on request ● Copies of communication and/or policies is available in Braille on request or in a format that is accessible ● The school website is clearly labelled, logical to navigate for the ease of all users

<ul style="list-style-type: none"> • Bespoke curriculum planning and scaffolding is incorporated into planning of the curriculum by class teachers, this is monitored by senior leaders and subject leaders. • Interventions are in place for pupils who require additional support for example maths, reading, phonics, Thrive (social and emotional support) • Pastoral support is in place to support relevant pupils • The inclusion team monitors all pastoral support and effectiveness • CPD is delivered to support staff in the area of SEND for example Makaton level 1 (2023), shape coding (2023) • Pupils have appropriate access to ICT to support learning (eg laptops for writing) • Staff put additional plans in place to support pupils when learning takes place off site, such as residential trips, swimming lessons, educational visits 	<p>enable them to be emotionally regulated in the classroom</p> <ul style="list-style-type: none"> • Furniture and fittings is bespoke or purchased as needs arise (eg lighting to support a pupil visually impaired) with support from the relevant professionals • Ongoing support such as physio, speech and language therapies are in place as required and staff trained appropriately by the relevant professionals • Ramps are in place to access entrances and exits at the front and back of school and any buildings in the playground • Fire evacuation plans are in place for relevant pupils (PEEPs) • Pupils with medical conditions have their own support plans, outlining steps taken to ensure their safety and wellbeing • Individual plans are in place for pupils who may need support with their toileting, whether that be via specialist equipment or adult support 	
---	---	--

Dobcroft Junior School- Accessibility Plan- Governor Audit

Date: _____ Governor Name: _____

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Do staff members ensure the curriculum is accessible?	Audit of the curriculum (SEND support plans)	Headteacher, teachers, SENCO			

	Do staff members have the skills to support pupils with SEND?	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO			
Medium term	Do school trips take into account pupils with SEND ?	Needs of pupils with SEND are incorporated into the planning process	Headteacher, SENCO			
Long term	Do pupils with SEND access lessons?	Provide tablets and other adjustments for pupils with SEND	Headteacher, SENCO			

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Does management know if the school's physical environment is accessible ?	Audit of physical environment	Building supervisor			
Medium term	Are learning environments of pupils with visual impairments accessible ?	Incorporation of appropriate colour schemes	SENCO			
	Are toilets accessible ?	Handrails installed	Building supervisor			
Long term	Can children with physical disabilities access school buildings ?	Construction work undertaken	Building supervisor			

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Do management staff know whether school information is accessible?	Audit of information and delivery procedures	SENCO			
	Does school know how to make written information accessible ?	Schools seeks advice from external advisors	SENCO			
Medium term	Written information is accessible to pupils with visual impairments ?	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO			
Long term	The school website is accessible to children with SEND	Audit of website	SENCO			