

Dovecote Primary and Nursery School

Accessibility Plan

2024/2027

Review date: July 2027

Dovecote Primary and Nursery School. Accessibility plan 2024-27

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Dovecote Primary and Nursery School intends, over time, to increase the accessibility of our school for disabled pupils. Dovecote Primary and Nursery 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.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;

- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Curriculum policy
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- Our School brochure

Training

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.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Dovecote Primary and Nursery School will address the priorities identified in the plan. The plan is valid for three years 2024-7. It is reviewed annually.

Date: July 2024

Next review date: July 2025

Section 2: 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

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with an identified SEND	<ul style="list-style-type: none"> ✓ Our School offers a adapted curriculum for all children. ✓ We ensure resources are tailored to the individual needs of the pupil. ✓ We use specific resources to ensure certain pupils are able to access the curriculum fully. 	To increase the confidence of staff to support children with SEND and to ensure all children can	Training for specific staff including communication and learning: <ul style="list-style-type: none"> ✓ What's in the bucket ✓ Understanding Autism ✓ Developing a dyslexia friendly school ✓ Developing use of Widgeit 	Class Teacher SENCo	Initially by March 2025 but then additional training if/when new children arrive at Dovecote with disabilities	List of areas staff identify they would need training for following review meetings and staff training audit

	<ul style="list-style-type: none"> ✓ Curriculum progress is tracked for all pupils, including those with disabilities. ✓ Outcomes are individual to pupils and set based on their specific needs ✓ Off site visits, clubs and sporting activities are accessible to all pupils. Requirements: Risk assessments and additional support/resources. ✓ Our school makes full use of a range of support from outside agencies including The Autism Team, Learning Support, Behaviour Support and Educational Psychology Service. Along with health professionals and the community. ✓ The SENDCo attends NST network meetings to keep up to date on new ideas/share good practice ✓ Children working below Y1 standard or struggling to make progress are assessed using B-Squared Progression Steps. ✓ Ongoing training and CPD in place for all staff relating to SEND ✓ Use of Widgit, colourful semantics, visual timetable, bespoke support plans and now and next, communication boards 	<p>access the curriculum</p> <p>To ensure all staff have the specific training on meeting the needs of the children they work with.</p> <p>To ensure accessibility of IT equipment to support learning.</p> <p>To be aware of staff training needs through performance and pupil reviews, team meetings, staff training audit.</p>	<p>Liaise with schools IT, Computing Lead and SEN team to ensure that appropriate apps are on all school ipads</p> <p>Staff feedback and training audit to be reviewed</p>	<p>SENCO/ Computing Lead</p> <p>SENCO/DHT/HT</p>		<p>Evidence of strategies being deployed in lessons and with individual children through monitoring cycle.</p> <p>Evidence of electronic devices being used to support learning and encourage motivation and engagement through monitoring cycle and pupil voice.</p> <p>Staff audit shows increased level of confidence with meeting needs of children with SEN</p>
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<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> ✓ Specific children have specific equipment and setting arrangements, which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils requiring access arrangements ✓ Whole school building has step free access and is on one level enabling use of wheelchairs when necessary. ✓ Site has disabled toilet with changing table and a hoist 	<p>Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ SEMH/ physical needs</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.</p>	<p>Class teacher SENCo</p>	<p>Initially Sept 2024 but then additional training if/when new children arrive at Dovecote with disabilities</p>	<p>Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.</p> <p>Pupils have correct equipment in place and use it to support their learning and access to the curriculum</p>
<p>Improve the delivery of written information to pupils</p>	<ul style="list-style-type: none"> ✓ Staff are aware of Widgit symbols and have received training on using this. ✓ Staff have received training in colourful semantics 	<p>Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ SEMH / physical needs</p>	<p>Use Widgit symbols to label trays.</p> <p>Use visual timetables</p> <p>Use of widgit on pupil resources to encourage independent learning skills</p>	<p>SENCo Class Teacher TAs</p>	<p>Sept 2024</p>	<p>Classroom environment to have labelled resources in place with visuals</p> <p>Evidence of use of widgit symbols on resources for individual children</p>
	<ul style="list-style-type: none"> ✓ Currently only toilets have signs 	<p>To improve signage around school</p>	<p>Review current signage and identify areas for improvement</p>	<p>SLT SENCo</p>	<p>December 2024</p>	<p>Signs to be used around school to identify the use</p>

	<ul style="list-style-type: none"> ✓ Use of visual timetable in classes using widgeit symbols 	including visual clues to aid visually impaired and EAL.	<p>Use widgeit symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms</p> <p>Plus visual timetables in all rooms and resources to be clearly labelled</p>			of individual rooms.
	<ul style="list-style-type: none"> ✓ Staff are welcoming and happy to invite parents and visitors into school ✓ Range of information available in reception area for parent and child support services 	Ensure relevant information available for parents and visitors is up to date and accessible	Have school prospectus and information available in different languages.	<p>SENCo</p> <p>Lead Practitioners</p>	Sept 2024	<p>Pamphlets and information on display at the main reception</p> <p>Prospectus translated.</p>