



Accessibility Plan - 2019 - 2022

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2011, the Rainbow School Trust has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils 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 ensure access to education for disabled pupils.

This plan sets out the proposals of Denbigh Community Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

The Accessibility Plan will contain relevant and timely actions to:

1. Increase access to the curriculum for pupils with a disability

Eg. Expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

2. Improve access to the physical environment of the school, adding specialist facilities as necessary

Eg. This covers improvements to the physical environment of the school and physical aids to access education.

3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities

Examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This Plan should be read in conjunction with other school policies and the school's SEND information for parents and SEND annual review.

Date of Plan: May 2022

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

The definition includes people with: Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health Issues, Incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy and Sickle Cell Anaemia.

Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

The purpose and direction of the school's plan: vision and values

At Denbigh Community Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Denbigh Community Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with Special Educational Needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

At October 2019:

- asthma
- eczema
- hearing impairment
- diabetes
- rare syndromes including Down Syndrome
- allergies – including those requiring Epi-Pens

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

All people consulted value the ability of the school to cater for the differing needs of pupils.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary *to fully include them in the life of the school.*

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The Inclusion Manager has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Currently the schools employs staff with qualifications in Makaton; British Sign Language (Level 1 and 2); ELKLAN Award in Language and Communication; Thrive; ASD.; and Dyslexia The school also holds the Inclusive Dyslexia Friendly School Award and the Good Diabetes Care in School Award.

Overview of premises – Denbigh Community School is housed in a purpose-built school building. It provides wheelchair access to the main entrance (with wheelchair accessible main desk), all Key Stage / Year group entrances, internal doors set at width to accommodate wheelchairs, ramp access to all levels and several disabled toilets are available (including an accessibility toilet frame in EYFS).

Therefore, these matters are not included within the action plan as issues.

ACCESSIBILITY ACTION PLAN May 2019-2022:

Access to the Curriculum

Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Ensure teachers and classroom support staff have specific training on disability issues.	Through staff meetings & training update on specific learning difficulties such as Dyslexia, ASD, ADHD, physical and medical conditions.	Support staff are even more aware and supportive of pupils needs Pupils well supported in lessons and interventions	Inclusion Manager Teaching and Learning Lead	On-going and as required Also reviewed at least annually
All educational visits to be accessible to all.	Teachers of pupils with disabilities to plan for access to educational visits. Use LA guidance for planning accessible trips when finalised.	All pupils with disabilities access school trips successfully	Inclusion Manager	On-going and as required Also reviewed at least annually

Physical Environment

Target	Actions to achieve target	Success Criteria	Lead person	Review Date
To maintain the accessibility of the schools interior and exterior spaces.	Continue to review accessibility plan Review OPAL play provision in light of pupils' physical needs.	All pupils have access to all areas of the school All pupils have access to OPAL play	HT OPAL play manager Caretaker	On-going and as required Also reviewed at least annually

Delivery of information

Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Ensure that information on the website can be enlarged and statement on the website if anyone requires information in another format.	Speak to the website team to check and place wording on the website if not already there and obvious. Messages in newsletters as a standing item.	Stakeholders will know that if necessary, information can be presented to them in alternative formats.	Inclusion Manager DHT	On-going and as required At least annually May 2020