



Accessibility Plan – 2022 - 2025

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2011, Denbigh Community Primary School 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 aims 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.

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. 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.

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 2022:

- asthma
- eczema
- hearing impairment
- 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.
- Disabled pupils have access to extra-curricular activities.

Currently the school 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 ELKLAN Communication Friendly Setting Award.

The Governing Body 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.

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 accessibility toilet frames in EYFS and KS2).

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

ACCESSIBILITY ACTION PLAN May 2022-2025:

Access to the Curriculum

Target	Who	Timescale	Outcomes/Success Criteria	Complete/ Review Date
Learning aids to be produced.	Inclusion Manager Class teachers Class teaching Assistants Special Support Assistants	As required	Resources from whole school training made and available for use e.g. Dyslexia Friendly resources and Communication Friendly Setting resources.	In line with current pupil needs
Ensure teachers and classroom support staff have regular, specific training on disability issues.	Inclusion Manager Teaching and Learning Lead Subject Leaders	As required	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	In line with current pupil needs
Training for teachers on differentiating the curriculum for disabled children as required.	Deputy Headteacher Inclusion Manager Subject Leaders	As required	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	In line with current pupil needs
All educational visits to be accessible to all.	Inclusion Manager Class Teachers Parents/carers	As required	Teachers of pupils with disabilities to plan for access to educational visits. Use Local Authority guidance for planning accessible trips when finalised All pupils with disabilities access school trips successfully.	In line with current pupil needs

Physical Environment

Target	Who	Timescale	Outcomes/Success Criteria	Complete/ Review Date
--------	-----	-----------	---------------------------	--------------------------

To maintain the accessibility of the schools interior and exterior spaces.	HT OPAL play manager Caretaker Health and Safety Governor.		Continue to review accessibility plan. All pupils have access to all areas of the school Review OPAL play provision in light of pupils' physical needs. All pupils have access to OPAL play Review outdoor curriculum/play equipment in light of pupil's physical needs. All pupils have access to the outdoor curriculum/play equipment.	On-going and as required
--	---	--	---	--------------------------

Delivery of information

Target	Who	Timescale	Outcomes/Success Criteria	Complete/ Review Date
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> ● Large Print ● Pictorial or symbolic representations. 	Inclusion Manager Class teachers		Pupils have access to curriculum information and all other school information in a format that meets their needs.	In line with current pupil needs
Ensure signage is suitable for non-readers, is clear and well situated.	Headteacher Health and Safety Governor		Pupils and visitors are able to navigate the school regardless of any disability.	In line with current pupil needs and stakeholders
Ensure that information on the website can be enlarged and statement on the website if anyone requires information in another format.	Inclusion Manager DHT SEND Governor		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	In line with current pupil needs and stakeholders

			presented to then in alternative formats.	
--	--	--	---	--

The governing Body 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.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Date of Plan: November 2022