



ST DUNSTAN'S, CHEAM, C of E PRIMARY SCHOOL

Policy Subject: ACCESSIBILITY POLICY and Plan

3-year period covered by the plan: April 2022 – April 2025

At St Dunstan's, Cheam, C of E Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. Our mission statement states:

Vision Statement

'St Dunstan's – a thriving Christian school, guided by the Good Shepherd, founded on faith, inspiring the best in everyone.'

For all members of our school family we celebrate:

- excellent achievement and progress in all that we do
- learning for life in all its fullness
- Christian values alive within our school
- being at the heart of our community

1. VISION

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

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

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The Accessibility Plan is listed as a statutory document in the Department for Education's Guidance on Statutory Policies for Schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Dunstan's, Cheam, C of E Primary School the plan will form part of the Premises section of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

1. The St Dunstan's, Cheam, C of E Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The documents will be used to advise other school planning documents and policies and will be reported on annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. St Dunstan's, Cheam, C of E Primary 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The St Dunstan's, Cheam, C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
 - Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 within a reasonable timeframe;
 - Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and

information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The St Dunstan's, Cheam, C of E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equalities Act 2010.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Child Protection & Safeguarding Policy
 - Behaviour Policy
 - Teaching and Learning Policy
 - Critical Incident Support Plan
 - SEND Policy
 - Equal Opportunities Policy
 - Health and Safety Policy
 - School Improvement Plan
 - Risk Assessment Policy
 - Supporting Pupils with Medical Conditions Policy
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the school which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. The Accessibility Plan will be published on the school website.
10. The Accessibility Plan will be monitored through the Governors' Premises Committee.
11. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
12. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. AIMS AND OBJECTIVES

Our aims are:

- **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.**

Our objectives are detailed in Section 6 of the Action Plan, attached to this document.

3. CURRENT GOOD PRACTICE

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect

information on disability as part of a survey of parents' views, or in conjunction with a letter about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are no parts of the school to which disabled pupils have limited or no internal access at the moment.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. ACCESS AUDIT

The school is a one storey building with wide corridors and several access points from the outside. All classrooms are on the ground floor with both internal and external door access. The hall and two shared resource areas are all on the ground floor and are accessible to all.

On-site car parking for staff and visitors includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. There is a disabled toilet available; this is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

5. MANAGEMENT, COORDINATION AND IMPLEMENTATION

- We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese. Approved by _____ Date _____

THE ACCESSIBILITY PLAN 3-year period covered by the plan: April 2022 – April 2025

AIM 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate the barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with EYFS and Y6 providers to review potential intake for September	To identify children who may need additional to or different from provision for September 2019 intake and onwards	April 2022-25 Ongoing when pupils leave and start	HT EYFS leader EYFS teachers Y6 teachers SENDCo	Procedures/equipment / ideas set in place for Sept 2022 -25
To review statutory Policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT SENDCo All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	HT SENDCo All teachers	Clear collaborative working approach Positive feedback from parents
To establish close liaison with outside agencies for pupils with on-going health needs. E.g. children with severe asthma, diabetes, epilepsy or mobility issues.	To ensure collaboration between all key personnel Health Care Plans with advice from health care professionals.	Ongoing	HT SENDCo TAs Outside agencies	Clear collaborative working approach

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure full access to the curriculum for all children.	<p>Outside Play visits; Advice and support of specialist advisory teachers; CPD for staff; quality first teaching and:</p> <ul style="list-style-type: none"> ● A differentiated curriculum with alternatives offered; ● Clear assessment and tracking procedures to assist in developing learning opportunities for children and also assessing progress in different subjects; ● A range of support staff including trained teaching assistants; ● Multimedia activities to support most curriculum areas ● Use of interactive ICT equipment ● Specialist equipment resourced from appropriate support agencies 	Ongoing	Teachers SENDCo EP SLT	<p>Advice taken from external professionals and strategies evident in classroom practice to meet children's needs.</p> <p>SEND children supported and accessing curriculum, to make ongoing progress through Target tracker and PP meetings</p>
To finely review attainment and progress of all SEN children	<p>SENDCo / class teacher meetings Pupil Progress meetings half termly Scrutiny of assessment system Regular liaison with parents</p>	Half termly/ Termly	Class teachers SENDCo SLT SEND Governor	<p>Progress made towards IEP targets Provision mapping shows clear steps and progress made together with impact of</p>

	Termly tracking of SEND pupils by SENDCo			interventions for progress, attainment & cost effectiveness
To monitor attainment and progress of 'more able' pupils.	'More able' policy and 'more able', list to be updated 'more able', booster groups/activities Monitor 'more able list	Ongoing Annually	SENDCo	'More able' children making proportionate progress as evidenced through TT and PP meetings Achieving above average results.
To promote the inclusion of disabled students and staff in classroom discussions/activities.	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> ● Wheelchair access ● Screen magnifier software for the visually impaired ● Features such as sticky keys and filter keys to aid disabled users in using the keyboard ● Giving alternatives to enable disabled pupils to participate successfully in lessons ● Creating positive images of disability within the school so that pupils grow into adults who have some 	Ongoing	Class teachers Whole school approach. SEND Governor	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

	understanding of the needs of disabled people.			
To take account of variety of learning styles when teaching	<ul style="list-style-type: none"> • Dyslexia friendly books, coloured overlays, dyslexia checklists, visuals, Now and Next Boards etc • Adapt teaching styles to meet specific needs • Staff training to support 	Ongoing	All teaching staff	A variety of appropriate strategies and resources adopted. Children can access the curriculum and make progress
To evaluate and review the above short and medium term targets annually.	See above	Annually	SLT, SMT, Co-curriculum co-ordinators Governors	All children making good progress or more through TT and PP meetings
To inform the Governing Body of improvements and next steps.	SENDCo to inform SBM. SBM in initiate action. SBM/ SENDCo inform Premises/ Finance/ Curriculum Committees as appropriate.	Annually Termly SEN Governor / SENDCo meetings	SENDCo SBM SMT / SLT SEN Governor	Governors fully informed about SEN provision and progress.

AIM 2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of the education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments	Ongoing	SLT Governors – Premises committee via SBM	Enabling needs to be met where possible.

	of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. Risk assessments to be updated where necessary.			
Ensure visually stimulating environment for all children	Colourful, lively and relevant displays in classrooms with inviting role play areas, where appropriate.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
Ensuring all with a disability are able to be involved. To be a fully inclusive school.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IEP process • At induction of staff/governor access needs discussed with individual • Include questions in the confidential pupil information questionnaire about parents/carer' access needs and ensure that they are met 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capacity of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	SENDCo School nurse Occupational Health & other specialist agencies	Meeting all medical needs, where possible
Ensuring disabled parents have every	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to 	With immediate effect to be	Whole school team	To ensure that disabled parents are not discriminated

opportunity to be involved in school life	<p>drop off & collect children.</p> <ul style="list-style-type: none"> • Offer a telephone call to explain letters home for some parents who need this. • Adopt a more proactive approach to identifying the access requirements of disabled parents. 	constantly reviewed		against and have every opportunity to ensure they are involved in their child's education.
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AIM 3 To improve the delivery of written information to disabled pupils and parents

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure that all children with SEND have access to the curriculum and receive specifically tailored, evidence-based, time banded interventions to meet individual needs	<p>Quality first teaching Regular parental communication</p> <p>Individualised multi-sensory teaching strategies used for children with SEND. IEPs</p>	Ongoing	All staff to be aware SENDCo	Children with SEND able to access the curriculum
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Investigate symbol software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. 	Ongoing	SLT SENDCo Governors	Improved access to written information for all.

	<ul style="list-style-type: none"> • Auditing the school library to ensure the availability of large fonts and easy to read texts will improve access. • Audit signage around school to ensure that it is accessible to all. 			
To review children's records ensuring school's awareness of any disabilities.	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher; • End of year class teacher meetings • Annual reviews • IEP meetings • Medical forms updated annually (or as required) for all children • Care Plans • Significant health problems – children's photos displayed on classroom notice board and in staff room 	Annually	SLT SENDCo Office Staff Class teachers Outside agencies	All appropriate staff to be fully informed and aware of the disabilities or medical needs of the children in their care.
In school record system (SIMS) to be reviewed and improved where necessary	Record keeping system to be reviewed and updated as and when required.	Continual review and improvement.	Assessment Leaders / SLT	Effective communication of information about disabilities throughout school.

Approved by _____ Date _____