



Dormansland Primary School

Accessibility Policy and Plan: 2023-2026

Review

Policy approved by the Governing Body: Spring 2023
Policy due for review and consultation: Spring 2026

Purpose of the Plan

The purpose of this plan is to show how Dormansland Primary School intends, over time, to reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in all activities at the school for children, their families and all other stakeholders.

Dormansland Primary School is committed to providing an environment that enables full curriculum access and one that values and includes all children, 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:

- he or she has a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The DDA extends this definition of disability as follows:

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis.
- For a mental impairment, the need for it to be clinically well-recognised has been removed, although the person must still demonstrate a long-term and substantial adverse effect on his or her ability to carry out normal day to day activities.

The Disability Equality in Education (DEE) recommends that all children with SEND and those with long-term medical needs be treated as disabled for the purposes of the Act and for equality.

The schools' SEND data and medical records are used to identify children who meet the broadened criteria of disability. Personnel records provide similar information about members of staff.

Principles

At Dormansland, the Governors and staff recognise our duty:

- ☺ not to discriminate against disabled children in their admissions and exclusions, and provision of education and associated services;
- ☺ not to treat disabled children less favourably, while recognising the need to take account of the specific nature of a disability and the fact that this may sometimes mean treating a disabled child more favourably than other people;
- ☺ to take reasonable steps to avoid putting disabled children at a substantial disadvantage, eg. Attendance at extra-curricular clubs, trips off-site, etc;
- ☺ to eliminate harassment of disabled people that is related specifically to their disabilities;
- ☺ to promote positive attitudes towards disabled people;
- ☺ to publish an Accessibility Plan.

We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.

We aim to provide all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual children and their preferred learning styles; and we support the key principles in the New Primary Curriculum 2014 framework, which underpin the development of a more inclusive curriculum by:

- ☺ setting suitable learning challenges;
- ☺ responding to children' diverse learning needs;
- ☺ overcoming potential barriers to learning and assessment for individuals and groups of children.

Election of Parent Governors

Governors must ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered under the DDA and disabled candidates cannot claim that they were not elected on account of their disability.

Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered by the Equality Act 2010. The school must ensure that this governor may participate fully in the responsibilities afforded to him or her as a school governor.

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 children 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 children, parents, staff and governors of the school. It 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 children in the three areas required by the planning duties in the DDA:

- 🌸 increasing the extent to which disabled children 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;
- 🌸 improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services;
- 🌸 improving the delivery to disabled children of information, which is provided in writing for children who are not disabled.

Documents and policies

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


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| 🌸 Curriculum Policy | 🌸 Special Educational Needs Policy |
| 🌸 Equality Objectives | 🌸 Behaviour Management Policy |
| 🌸 Single Equality Policy | 🌸 School Development Plan |
| 🌸 Staff development policy | 🌸 Asset Management Plan/ Suitability Survey |
| 🌸 Health, Safety and Welfare Policy | 🌸 School Prospectus and Vision Statement |

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.

Scope of this Plan:


Improving Access to Education and Curriculum-related Activities

-  We will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals.

Improving Access to the Physical Environment

-  We will take account of the needs of children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. Within the limitations of our building, we will be as proactive as we can in planning for accessibility for all.

Provision of Information

-  We will make use of local services, including those provided through the LA, for providing information in alternative formats when required or requested. We will be proactive in sharing information with all stakeholders in the most appropriate way for their needs.



Dormansland Primary School

Accessibility Plan: 2023-2026

Improving Access to the Curriculum					
Target	Action	Resources	Time scale	Person responsible	Success Criteria
Develop a range of learning resources that aid curriculum access for children with disabilities.	<ul style="list-style-type: none"> • Subject leaders to review resources & planning for their subject to ensure appropriate access for all children. • SENCo review of resources for particular children & groups 	To be identified by subject leads during reviews.	Rolling programme tied into monitoring of different subjects and children on roll.	Subject leaders with MC FD	All children have full access to the curriculum.
Teachers and support staff develop their knowledge and responsibilities with regard to the latest guidance on access to the curriculum for children with disabilities.	<ul style="list-style-type: none"> • Run training for all staff 	Preparation time	Autumn Term 2024	HT (external trainer to be sourced, if deemed appropriate)	All staff have an awareness of their responsibilities, leading to greater access for disabled children.
Develop a whole school approach to the existing curriculum, with a positive emphasis on the representation of children with disabilities	<ul style="list-style-type: none"> • Review curriculum resources (current and any newly purchased) to ensure that all children experience positive role models of disabled people. 		Autumn 2025	HT Subject leaders Teachers Support staff	Diversity of the curriculum includes positive perceptions of disability.
Giving disabled children a voice	<ul style="list-style-type: none"> • Include disability issues on the Junior Leadership agenda 	Preparation & meeting time	On-going	LS	Children have an opportunity to make their opinions known on disability issues.
Harassment and bullying	<ul style="list-style-type: none"> • Continue to monitor instances of bullying. If disability is a focus for bullying, revise curriculum provision to address this immediately. 		On-going	HT/FD (Behaviour Support Team provide on-going advice)	Respect and understanding towards disabled people across all areas of the school community and the wider world.
Governors develop their knowledge and responsibilities with regard to the latest guidance on access to the curriculum for children with disabilities.	<ul style="list-style-type: none"> • Investigate Governor Training on children with disabilities. 		Autumn 2025	Clerk to Governors to update where appropriate.	Governors have full understanding of their duties and responsibilities, regarding curriculum access for disabled children.

Improve the participation of disabled children in extra-curricular clubs and activities.	<ul style="list-style-type: none"> Numbers of children participating is tracked and monitored Some clubs are held during the day. 		On-going	HT Staff	School works effectively with parents, the LA and voluntary organisations to enable children who use taxis to stay after school.
Ensure that access is appropriate for all children with disabilities for external trips and visits.	<ul style="list-style-type: none"> Working with parents to ensure that all that can be done to support children during off-site activities, eg. Day trips, residential events, etc. is being done with the highest degree of safety and child welfare. Appropriate risk assessments in place to ensure that all are agreed as to the potential risks of any such visits. Parents involved in this process prior to the trip. 		Ad hoc, as specific issues arise	HT/MC All Staff	All children have full access to the curriculum and all school activities, including those away from the school premises.
Child achievement	<ul style="list-style-type: none"> Monitor closely the achievements of disabled children, as well as their progress. 	SIMS SLT time	On-going/ Half termly	HT All Staff	Appropriate levels of intervention are in place. Disabled children achieve their full potential.

Improving Access to the Physical Environment

Target	Action	Resources	Time scale	Person responsible	Success Criteria
Respond to individual needs as they arise e.g. prior to children starting school or as issues arise.	<ul style="list-style-type: none"> Contact relevant professionals as needed (eg sensory support service) Ensure that a smooth transition occurs during the Summer term in readiness for September in new classes or, where appropriate, a new school. 		As needed.	HT/FD/SBM/PF	Children have full access to the site, curriculum and all school activities.
Ensure that the school has done all it can to improve disabled access within school.	<ul style="list-style-type: none"> Add section to H+S check re access for disabled children, parents and other people who use the school. 		Annually	SBM Governors (Safeguarding focus)	Barriers for inclusion are removed. Access to building, events and information improved for all disabled parents and carers. Governors and staff have a clear understanding of any remaining barriers to accessibility on site.

Provision of Information.					
Target	Action	Resources	Time scale	Person responsible	Success Criteria
Admission and Transition – ensure that key information is gathered more effectively.	<ul style="list-style-type: none"> • New child registration forms include a section to find out if parents have any disability or children have issues that we can help address or help with. • A named member of staff works with parents/carers to ensure that induction is effective and suitable to a child's needs. • Class teacher meetings to include a specific focus on any children with disabilities. • Classroom staff have a greater awareness of parents/carers with low levels of literacy, EAL, etc. and are pro-active in making arrangements to ensure that key information is shared with them effectively. • Working closely with parents, ensure that we continue to meet the needs of children, including the information we send on with them when they leave us. • Continue to develop strong working relationships with all feeder secondary schools, to ensure transition data is passed on clearly and with sensitivity towards a child's needs. 	Admissions forms Class transfer information sheets Transition forms Time to meet with secondary SEND colleagues	Summer 2024 On-going On-going Annually On-going On-going On-going	HT FD Staff Staff Staff/SLT FD/MC (KS2/3 transition leader)	Admission documents and procedures have been updated. Transition processes identify new disabled children and signpost the best sources of support and advice on how to cater for their specific needs. Children who move on from the school are sent with all documentation regarding their specific provision needs while they were here.
Ensure parents and other school users know where they can obtain an accessibility plan.	<ul style="list-style-type: none"> • Ensure school prospectus refers readers to where further information is available. 	None	On-going	HT	Parents and other school users know where to go to obtain further details of disability access.
Disabled staff	<ul style="list-style-type: none"> • Consultation with Occupational Health as required. • Adjustments as necessary to allow disabled staff to pursue employment in line with County guidelines. • Confidential records of staff disclosures regarding disability are kept up to date. 		On-going	HT/SBM SBM HT/SBM	Accurate and confidential records allow adjustments to be made and provide equality of opportunity within the application and appraisal processes.
Key Personnel: HT – Head teacher FD – Fayes Davies SBM – School Business Manager PF – Paulo Ferrier SLT – Senior Leadership Team					

