

Dove CE Academy



Roots to grow, wings to fly.

Accessibility Plan

Vision

At Dove CE Academy we aspire to be a safe, caring, nurturing, community. Providing firm foundations rooted in the Christian faith. Inspiring all to grow and flourish.

Values

At Dove CE Academy we uphold the following Christian values:

- Kindness
- Perseverance
- Respect
- Honesty
- Self-control
- Forgiveness

Our educational philosophy is rooted in these values.

Purpose of Plan

The Dove CE Academy 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 document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period.

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.

Dove C.E. (VC) First 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

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needs. We are committed to taking positive action with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Areas of planning responsibilities

The Dove C.E. (VC) First 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 schools 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 letters, handouts, timetables and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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.

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This Accessibility Plan should be read in conjunction with the following Dove C.E. (VC) First School policies:

- Behaviour Management Policy
- Equality Policy
- Health & Safety Policy
- Recruitment and Selection Policy
- Special educational needs policy

Current good practice going into academic year 2019-2020

- Epilepsy - most staff trained in how to support pupil having a seizure and how to administer medication. Parents have approved procedures and signed care plan.
- Care plans in place for all specified pupils.
- Autism - consultation with Autism Outreach team.
- Social skills - circle time, reflection areas in all classrooms.
- All classrooms and corridors carpeted.
- Coloured overlays for dyslexic children.
- Writing slopes used by specific children.
- Speech and language therapy programmes for specified pupils.
- Specific learning interventions provided for specified pupils.
- Termly plans for SEND pupils.
- Use of Makaton signs and symbols to support specific pupils.
- Paediatrician / School nurse liason.
- Access and knowledge of external support - mobility, visual impairment, hearing impairment, speech therapist, Autism outreach, Behaviour support, school nurse etc
- Other 'reasonable adjustments' made as needs demand.

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Access Audit

The school was built in 2016 so conforms to all relevant building standards, including disability access. The part of the school building that children access is a single storey building with one wide corridor and several access points from outside (Main office, classroom and library doors). The staff room is shared with Ryecroft CE (C) Middle school and is upstairs - there is a lift available.

There is on-site parking available for staff and visitors with designated disabled parking bays. There are disabled toilet facilities available for staff and children.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupil with disabilities are experienced.
- The governors and staff will work closely with the local authority, parents and relevant outside agencies.
- 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 this accessibility plan and therefore some items may 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.
- Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- The accessibility plan will be published on the school website.
- The Accessibility Plan will be monitored through the Governor Finances and Health and Safety committee.
- The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- The Accessibility Plan may be monitored by Ofsted during inspection process in relation to Schedule 10 of the Equality Act 2010.

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Improving access to the Curriculum				
Target	Strategy	Responsible	Timeframe	Success criteria
Classrooms are optimally organised to promote the participation and independence of all.	Teachers to review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	All staff	ongoing	Classrooms are organised to enable all children to engage fully with the curriculum.
Increase confidence of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access. Online learning modules if required.	Headteacher	On-going and as required	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure all staff are aware of disabled children's curriculum access.	Set up individual access plans for disabled pupils when required. Information sharing with all agencies involved with child.	Headteacher SENCo	As required	All staff aware of children's individual needs.
All Educational visits to be available to all pupils.	Develop guidance for staff on making trips accessible. Ensure new venues are checked for accessibility for the needs of our pupils.	Headteacher Teaching staff	As required	All pupils in school able to access all educational visits and take part in a range of activities.

Improving access to the physical environment of the school				
Ensure all disabled pupils can be safely evacuated	Put in place personal Emergency Evacuation plan for all pupils with difficulties. Ensure all staff are aware of their responsibilities	Headteacher SENCo all staff	As required Each September or as new responsibilities arise.	All disabled pupils and staff are safe in the event of a fire.
Ensure hearing equipment in	Seek support from HI team and	Headteacher HI TA	As required	Equipment is used appropriately to

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relevant classrooms to support hearing impaired child	relevant agencies where appropriate.			support child in school All relevant staff have knowledge of how to use equipment
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Improving the delivery of written information to disabled pupils				
Review information given to parents / carers to ensure it is accessible.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	Head teacher SENCO Office manager Teachers	ongoing	Written material is provided in an appropriate way to all individuals.
Ensure the delivery of information is in an appropriate format for all pupils.	Guidance to staff on dyslexia and accessible information Guidance to staff on use of images to support HI child	Head teacher SENCO Office manager Teachers	ongoing	All information produced by staff meets children's individual needs.
Annual review to ensure all information provided to children is as accessible as possible.	Follow dyslexia friendly guidance for information and displays. Ensure information is accessible for all children.	Headteacher All staff	ongoing	Staff more aware of children's preferred methods of communications.