



# Dale Community Primary and Stonehill Nursery Federation

## Accessibility Plan

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**Chair of Governors:** Diane Williams  
**Policy Approved by:** Governors Behaviour and Safety Committee

Policy reviewed by: Governors Behaviour and Safety Committee Date: 7 March 2017

Policy reviewed by: Governors Behaviour and Safety Committee Date: 9 March 2021

Policy reviewed by: Governors Behaviour and Safety Committee Date:

Policy reviewed by: Governors Behaviour and Safety Committee Date:

## ACCESSIBILITY PLAN

### Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the **curriculum**
- Improve the physical **environment** of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible **information** to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Dale Community Primary and Stonehill Nursery we want all children to be part of an environment where they can flourish together and these are seen in the school's equality objectives:

- To maintain and promote a partnership between the school, parents and community which fosters respect, honesty, truth, cooperation and tolerance
- Help the children understand the world in which they live, have mutual respect for the values of others and work together as a team
- To ensure that everyone, whatever their needs and capabilities, is included and catered for
- To value each individual and recognise and respond to the needs of all the children

As well as our vision and values:

- **Inspire a love of learning** with an innovative and engaging curriculum
- **Build a strong community** by understanding our impact upon a local, national and global society
- **Celebrate our diversity** by learning about different faiths and cultures and showing a respect for all
- **Provide life changing opportunities** by offering a range of engaging experiences, raising aspirations and encouraging lifelong learning
- **Achieve in all areas of school life** with a broad and balanced curriculum

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and take guidance from the Local Authority [Equality, Dignity and Respect Policy 2017](#) and [Schools Accessibility Strategy 2019 – 2022](#).

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, teaching staff, support staff and external agencies involved with the school.

## **Legislation and guidance**

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 Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Area	Actions			Success Criteria	Dates
		How	Who	Resources		
To improve the outcomes of pupils with <i>communication and interaction needs</i>	Curriculum Environment Information	Develop staff understanding of speech and language needs to improve outcomes of pupils with communication and interaction needs	AB Speech and Language Therapy Service	Staff Meeting Time  CPD with Speech and Language Therapy Service	Increased awareness of communication and interaction needs  Improved pupil progress/attainment  Increased communication and interaction of pupil with adults and peers  Use of Speaking and Listening Continuum of the Birmingham SEN Toolkit to track small steps of progress  Assessment data on Insight	From January 2022
	Curriculum Environment Information	Develop confidence in accurate assessment of communication and interaction to improve outcomes	AB SLT All teaching staff	Staff Meeting Time  Birmingham SEN Toolkit	A range of strategies observed during learning walks to develop language within classroom practice  Improved pupil progress/attainment  Use of Speaking and Listening Continuum of the Birmingham SEN Toolkit to track small steps of progress  Assessment data on Insight	

	Curriculum Environment Information	Provide ongoing Autism Training to all staff – particularly new staff	AB STEPS  Appropriate Staff	Staff Meeting Time	A range of strategies observed during learning walks to develop classroom practice  Increased inclusion of pupils with communication and interaction needs  Increased confidence of staff	On-going from Sept 2021
To improve the outcomes of pupils with identified <i>cognition and learning needs</i>	Curriculum Environment	To develop staff understanding relating to dyslexia to improve outcomes for pupils displaying traits of dyslexia	AB GB	Further CPD relating to Dyslexia  Assessment Tools	All teaching staff appropriately trained in dyslexia friendly strategies  Staff aware of strengths and difficulties of pupils with dyslexia  Improve outcomes for children displaying traits of dyslexia  Assessment data on Insight	From Sept 2021
	Curriculum Environment	To further develop staff understanding of working memory to improve outcomes for those children who struggle with retention	AB DH	Further CPD relating to Working Memory  Medium/Long Term Curriculum Planning	All teaching staff appropriately trained in working memory and planning adapted to reflect consolidation of learning  Improved pupil outcomes for children  Increased retention of learning  Use of Literacy and Numeracy Continuums of the Birmingham SEN Toolkit to track small steps of progress  Assessment data on Insight	From Sept 2021
	Curriculum Environment	To implement Precision Teaching for those children	AB	Further CPD on Precision Teaching	Improved pupil outcomes for children	On-going from

		who are struggling with basic numeracy and literacy skills	All teaching staff		Increased attention and concentration  Increased retention of learning  Use of Literacy and Numeracy Continuums of the Birmingham SEN Toolkit to track small steps of progress  Assessment data on Insight	Feb 2021
	Curriculum Environment	Develop use of technology to support pupils with the articulation of written work and assessments	AB	Investment in technology	Students identified and in receipt of assistive technology  Improvement in pupil engagement  Improved pupil progress/attainment  Training in identified technology (e.g. Widgeit/InPrint, Clicker etc.)  Assessment data on Insight	As needed
To improve the outcomes of pupils with <i>social, emotional and mental health needs</i>	Curriculum Environment Information	To continue to raise awareness relating to SEMH needs	LF AA	Staff Meeting Time	Improvement in pupil engagement  Improved pupil progress/attainment  Greater staff confidence in identifying SEMH needs  Assessment data on Insight	On-going from Sept 2021
	Curriculum Environment Information	To continue to develop intervention programmes to meet the needs of	Inclusion Officers STEPS	Intervention Time	Improved pupil progress/attainment  Greater staff confidence in meeting SEMH needs	On-going from Sept 2021

		those with SEMH needs	CAMHS	CPD with STEPS/CAMHS	Effective interventions  Increased engagement and ability to access learning  Assessment data on Insight	
	Curriculum Environment Information	Provide ongoing behaviour training to all staff – particularly new staff	AB LF	Staff Meeting Time	Improved pupil progress/attainment  Increased engagement and ability to access learning  Consistency in management of behaviour and expectations  Monitoring of concerns raised and behaviour incidences to inform CPD	On-going from September 2021
To improve the outcomes of pupils with <i>physical and/or sensory needs</i>	Environment	To develop an ongoing programme of review to update highlighting internal steps	LF/AJ Site Team	Cost – to be budgeted	Improved accessibility to all areas of school for pupils with VI needs	From Sept 2022
	Environment	To ensure that all blinds are operational so that the needs of those with visual impairment are met	LF/AJ Site Team	Cost – to be budgeted	Increased engagement of pupils with VI needs  Improved progress and outcomes  Improved accessibility to all areas of school for pupils with VI needs  Assessment data on Insight	On-going from Sept 2021
	Environment	To develop a programme of review to ensure	LF/AJ Link IT	Time allocated	Increased engagement of pupils	On-going from

		that whiteboards are of a good quality and well maintained	Site Team	Cost – to be budgeted	Improved progress and outcomes Improved access to learning environment Assessment data on Insight	Sept 2021
	Environment	To consider access to buildings as doors are heavy	LF/AJ Site Team	Cost – to be budgeted	Improved access to learning environment Increased independence for pupils with physical needs	From Sept 2022
	Curriculum Environment Information	To ensure that appropriate CPD is in place to meet the needs of the pupils we are supporting	AB STEPS	CPD by STEPS	Increased access to learning environment Greater understanding of needs Improved progress and outcomes Assessment data on Insight	As needed
To improve access and outcomes for all SEND students	Curriculum Environment Information	To develop an alternative curriculum and SEND provision pathway with a focus on life skills and appropriate outcomes for identified students	AB SEND Team	Timetabling as required, including appropriate space Appropriate teaching resources CPD from EP and/or Specialist Teaching Service	Improved pupil progress/attainment Links with Birmingham SEN Toolkit to show small steps in progress Links to Preparing for Adulthood Framework Assessment data on Insight	On-going from April 2020
	Curriculum Information	Carry out audits of staff confidence levels around	AB	Time allocated	Monitoring of gaps in understanding to inform CPD	Annually during



		meeting the needs of those with SEND			Increase staff confidence in meeting needs resulting in improved progress and outcomes	Summer Term
	Curriculum Information	To develop how MEPs are used across the school	AB SLT	Time allocated	Increased inclusion of pupils with identified needs  Accurate differentiation  Improvement in the quality of teaching and learning  Improved progress and outcomes for identified pupils  Increased accountability	From Sept 2021
	Curriculum Environment Information	To further develop SEND Coffee Mornings so that there is increased parental engagement	AB SEND Team STEPS	Time allocated	Increased parental engagement  Stronger relationships between school and its community  Improvement in parental knowledge of support/provision in school  Improvement in parental knowledge of supporting children's needs in a complimentary way	From Sept 2021
	Environment Information	To ensure appropriate signage around the school to meet the needs of a range of disabilities	AB LP	Printing Costs	Increased visual signage  Improved access to all areas of the school  Increased independence for pupils with identified needs	March 2021
	Curriculum Information	To appoint a part-time Inclusion Administrative Assistant to support	Governors LF	Costs – to be budgeted	Increased capacity  Greater efficiency	TBC

		the Inclusion Team and allow for greater capacity	AB		Increased time for Inclusion Manager to provide classroom support, mentoring and coaching	
	Curriculum Information	To appoint an Additional Needs HLTA to support in developing provision for SEND and build capacity in the SEND Team	Governors LF AB	Costs – to be budgeted		TBC

### **Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

### **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Equality and Diversity Policy
- Health and Safety Policy
- Special Educational Needs (SEN) Information Report
- Special Educational Needs and Disability Policy
- Supporting pupils with medical conditions policy

