Dauntsey Academy Primary School

Accessibility Policy & Plan

Committee Responsible	LGB
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1. 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.

Dauntsey Academy Primary School (DAPS) is committed to a child-centred approach to learning, with emphasis on first-hand experience whenever and wherever possible. This philosophy is especially important to children with special needs. This plan aims to reduce and eliminate barriers enabling access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a Special Needs or Disability.
Our school recognises that every teacher is a teacher of every child including those with SEND. In our school, the staff ensure there is flexibility in their practice and provision, while ensuring continuity of learning. Our school is committed to the inclusion of children with special needs, but we recognise there may be reasons for withdrawal in certain situations. Our school encourages parents to be fully involved in the education of their children as equal partners.

This plan will be made available online on the school website, and paper copies are available upon request.
DAPS is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. DAPS supports any available partnerships to develop and implement the plan.

DAPS' 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 staff and governors of the school.

2. 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.

This policy complies with our funding agreement and articles of association.

3. Action Plan

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

Targets	Strategies	Outcome	Timeframe	Success Criteria
Equality and Inclusion				
To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.	Clerk to Governors to add to list for FGB meetings.	Adherence to legislation.	Annually	Meeting minutes will evidence annual discussion.
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	On-going	The training will reflect the current specific needs of children within our care to ensure all staff feel empowered and confident to support them accordingly.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	Refences made in relevant policies.
Review PE curriculum to ensure PE accessible to all; liaise with PH Sports and Lavington re sporting events.	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school	All children to have access to PE and be able to excel	On-going	Pupil voice reflects accessibility and engagement in this area of the curriculum.
Physical Environment				
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by SLT and Governors. Suggest actions and implement as budget allows.	The environment was built to the needs of pupils but can be adapted as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Ongoing	When any building/grounds development work is undertaken, due consideration is given to accessibility. Additionally, when a pupil with a specific need join, accessibility will be considered carefully.
Curriculum				
To provide CPD for support staff to enable them to meet the needs of children with a range of SEND.	SENCo to review the needs of children and provide training for TA's as needed	TA's are able to enable all children to access the curriculum.	Annually	Training record reflects the needs identified.

To ensure that all children are able to access all out-of school activities. E.g. clubs, trips, residentials etc.	Review out-of-school provision to ensure compliance with legislation	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met	Annually	Pupil voice and club attendance data will reflect the fact that all children can attend and be successful.
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g: • Headphones, • Writing slopes • Large print resources • Braille texts • Induction loops • Pictorial or symbolic representations	Children will develop independent learning skills.	Reviewed termly by SENCo	Things identified in school support pr EHC plans will be evident in the classroom.
To meet the needs of individuals during statutory end of KS2 tests	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied for as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	
Written/Other Information				
To ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary	As needed	Parent voice will provide us with the assurance that their needs are being met.
To ensure that parents who are unable to attend school, because of a disability, access parent's evenings.	Staff to hold parents evenings by phone, via Zoom or send home written information	Parents are informed of children's progress	Twice a year (Autumn and Summer)	Parent voice will provide us with the assurance that their needs are being met.

4. Monitoring arrangements

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

It will be approved by The Chair of Governors.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- School development plan
- Building and site development plan
- Equal Opportunities policy