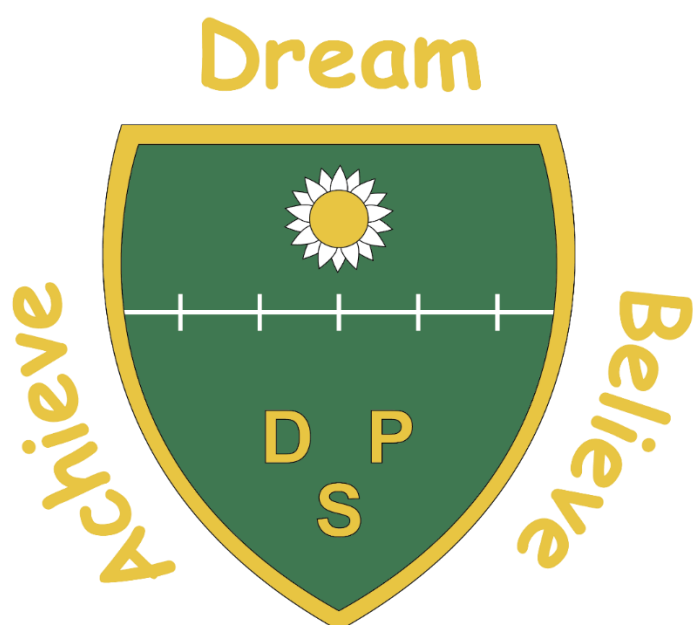


Daisyfield Primary School



Accessibility Plan September 2024-2027

Daisyfield Primary is a multi-cultural school where we all work by our mission statement, 'Dream, Believe and Achieve'. Our aim is to constantly strive to improve our standards in order to give our children the best educational opportunity. It is important that children experience a wide range of opportunities in order to enable them to become well balanced and tolerant independent thinkers.

Daisyfield Primary School is a truly inclusive school offering a broad and balanced curriculum. We aim to create a positive environment where all staff have a responsibility for each child with a special educational need (SEND) and work together in the best interests of the child. High, quality first teaching, is evident throughout the whole school as teaching and learning is differentiated, modified and personalised to ensure our children are making progress. The achievements, attitudes and wellbeing of all our children matter.

AIM OF PLAN

This plan outlines how Daisyfield Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010; curriculum, physical environment and information.

People are regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the local authority must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Parents
- The headteacher and other relevant members of staff
- Governors
- External partners

The plan is reviewed every three years to consider the changing needs of the school and its pupils/ The plan is also reviewed where the school has undergone a refurbishment.

This policy must be read in conjunction with the SEND Policy and Admissions Policy.

Contextual Information

Daisyfield is a 1 storey building with 11 classrooms including a Nursery. All of the building is on one level with a disabled toilet fitted with a handrail and a pull emergency cord. We have a hoist and shower facilities.

All classrooms have straight access to outdoor areas. All entrances to the school are flat, as is the main entrance and secure lobby. The reception window has a low reception hatch, this being fully accessible to wheelchair users. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Physical Environment

There are no areas of the school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

The Accessibility Audit

The governing body will undertake an annual review Accessibility Audit and assess the extent to which pupils with disabilities can access the following on an equal basis with her peers:

- Access to the curriculum
- Access to the physical environment
- Access to information

When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid.
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- Visual disabilities – this includes those with visual impairments and sensitivities.
- Auditory disabilities – this includes those with hearing impairments and sensitivities.
- Comprehension – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

Access to Buildings and Classrooms

Building	Features
Main Entrance	Entrance to the building is via a flat path allowing for easy wheelchair access. The nearest disabled toilet is in through the main entrance. The main reception window is low level and accessible to wheelchair users.
Foundation Stage	Entrance to the nursery and reception classrooms is via a flat path from the key stage 1 playground, which can be accessed via the flat path from the main gate or from the main corridor. Both access points allow for easy wheelchair access. The nearest disabled toilet is in the main entrance.
Key Stage 1	Beech and Birch have their own classroom doors within the Reception classroom, these are off the key stage 1 playground which can be accessed via the flat path from the main gate. Both classrooms have level floor entrances and wide doors. Sycamore classroom is accessed via a ramp. The classrooms can also be accessed from the main corridors in school. The nearest disabled toilet is in the main entrance.
Lower Key Stage 2 (Chestnut and Rowan)	Chestnut is accessed via the flat path from the main gate and has a level floor entrance. Access to the disabled toilet is either via the main hall or corridor. Rowan class is accessed from the main gate and path at the side of the key stage 1 playground. The door is floor level. The classrooms can also be accessed from the main corridors in school. The disabled toilet is in the main entrance.
Upper Key Stage 2 (Hazel, Elder, Aspen and Willow)	The key stage 2 classes are all accessed via the flat path from the main gate and all have their own outside door and level floor entrances. The classrooms can also be accessed from the main corridors in school. The disabled toilet is in the main entrance.
Hall	Access to the hall is via three alternative entrances. All entrances are suitable for wheelchair users. Access to the kitchen servery is clear and suitable for wheelchair users.
Key Stage 1 Playground	All classes can access their playground from their classroom door. Sycamore access the playground via a ramp.
Key Stage 2 Playground	UKS2 classes can access their playground from their classroom door. Chestnut and Rowan access this through Hazel classroom.

Aim 1: To increase the extent to which disabled pupils can access the curriculum.

Targets	Strategies	Timescale	Success Criteria
To ensure that teachers and teaching assistants have the necessary training to teach and support pupils with a disability.	To complete an audit of to establish training needs and produce an ongoing training programme as required.	INSET training and appraisals set by SLT throughout the year.	Increase in access to the National Curriculum. Staff more able to meet the requirements of disabled children's needs with regard to accessing the curriculum.
To ensure that all pupils have access to the full curriculum.	Increase staff confidence in meeting the needs of all pupils. Regular curriculum updates given to all staff including appropriate differentiation and provision. Strategies and advice from external agencies to be sought when necessary.	Ongoing training as new needs arise	Advice sought for children with SEND. Strategies shared with staff and training provided as appropriate. Staff will be confident in delivering the curriculum to all pupils in their class and their needs will be met.
Educational visits and swimming activities to be accessible to all.	Ensure each new venue/activity is vetted for appropriateness. The school EVC to support staff with meeting access needs on trips. Risk assessments to be carried out as appropriate to the activity/visit/trip etc.	Ongoing according to school calendar.	All pupils will be able to take part in school events/activities and trips. Appropriate provision and support will be in place where required. EVC works closely with staff to ensure needs are met on trips. Risk assessments are rigorous and checked by EVC/HT.
Ensure that resources are available to meet pupils needs.	Review of all equipment by subject leaders to monitor the needs of the curriculum and suggest	Termly reviews by Subject leaders.	Pupils will have access to resources and equipment which enable them to access the curriculum and reach their potential.

	<p>suitable ICT for pupils who may require additional provision e.g. enlarged apparatus, headphones etc.</p> <p>SENCO to liaise with staff to ensure provision for pupils with SEND have access to appropriate resources e.g. ear defenders, overlays, slopes etc.</p>		Regular reviews of provision for children with SEND
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Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Success Criteria
To ensure that fire escapes and procedures for evacuation are revised and visibly marked around school.	Review of fire procedures etc. Ensure relevant officer has received updated training. Ensure that regular practices occur.	Half termly	Review of fire procedures etc. Ensure relevant officer has received updated training. Ensure that regular practices occur. Working environment conducive to rigorous safety standards.
To ensure any children with physical needs have a personalised emergency evacuation plan (PEEP).	Ensure PEEP is in place for any children that this may apply to.	PEEP – Yearly updated.	Stakeholders who require additional support to evacuate the building have a personalised plan. Access for all at school.
Ensure classroom learning environments are suitable for the needs of the staff & pupils within it.	<p>Review suitability of current blinds in other areas e.g. school hall.</p> <p>Regularly review the lighting in classrooms and shared areas.</p> <p>Ensure that hearing and visual environments in the classrooms are regularly monitored to support hearing impaired and visually impaired children. Seek support</p>	Termly reviews on the environments.	<p>Classroom environments will be suitably adapted to the pupils within it.</p> <p>Staff will have regular training on provision for pupils with disabilities and additional needs</p> <p>That broken blinds are replaced.</p> <p>Lighting regularly checked.</p>

	from Local Authority HI and VI advisory teachers (where appropriate).		Advisory support sought where necessary.
Ensure that all external steps are edged with high visibility paint.	Site supervisor to make necessary arrangements for painting steps.	Monitor spring term. In place summer term. Monitor thereafter to keep markings maintained.	All outside steps are clearly marked and maintained.

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Success Criteria
To ensure parents are aware of written materials and agencies available to support disabled pupils from the Local Authority.	The school makes parents aware of the services and written materials provided by the Local Authority by: *Website *School App *Newsletter *Leaflets *Parents Meetings *SENDCo	Parents evenings twice a year and a weekly newsletter informing parents of any changes and upcoming events. Agencies available as and when required to support families.	If needed the school can provide written information in alternative format or language. Improved dissemination of information.
Ensure that parents, carers pupils & other stakeholders have full access to information about the school, the curriculum and their child(ren).	Review information to parents/carers to ensure it is accessible. Make alternative formats available where required. Make alternative arrangements for communicating with hearing impaired/vision impaired families e.g. translators, texting service etc.	Ongoing reviews as the needs of the school change.	All stakeholders can access the information they need in a suitable format. Website regularly updated. Office staff provide paper copies of information where requested. Translators to be used for EAL families. Additional support for families with HI/VI.

			Dojo used effectively to communicate with parents. School reports duplicated where necessary for separated families.
Provide information in other languages for pupils or prospective pupils (where appropriate).	Access to translators, sign language interpreters to be considered and offered if possible.	Termly review of school needs.	All families have access to appropriate information. Translators used for EAL families where required.
Access arrangements in place for statutory assessments.	Ensure Year 2/Year 6 staff are fully aware of the needs of the pupils and the access arrangements required. Ensure all Year 1 staff are aware of the needs of their pupils in relation to the phonics screening test. Ensure that any pupil requiring adapted resources can access these.	Regular review of needs.	Year 2/6 pupils are catered for during the statutory testing procedures to allow them to demonstrate their potential. Access arrangements arranged for tests as appropriate.
Information is shared between class teachers and schools to ensure transition is consistent.	Teachers keep ILPs, medical notes up to date. Transition meetings to take place at the end of each academic year.	Yearly	Teachers are fully informed of the needs of children in their class. Records are up to date.
To ensure that all staff including welfare and office staff have access to or know how to access medical information such as asthma plans, care plans and allergies.	Medical records are kept up to date and shared with staff. Allergies and medical records are checked annually with parents or updated as needed – when new information is received. Allergy boards in the kitchen are kept up to date and checked.	At least annually.	All staff are aware of children's medical needs. Children's medical needs are managed.