

Accessibility Plan for Dame Janet Primary Academy

Adopted: November 2023
Review Due: November 2026

Signed

Headteacher

Signed

Chair of Governors

At Dame Janet Primary Academy, we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

We are committed to providing a school that can be accessed and used to the greatest extent possible by everyone, including pupils and parents, regardless of their ability or disability. When reviewing or redesigning our school environment (e.g. building, technology, information, communication, activities) we will consider any adjustments that may be required. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The definition of disability is set out in the Equality Act 2010 as:

'A physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day to day activities.'

The aims of our Accessibility Plan are:

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided by the school.
- To improve the accessibility of written information.

This Accessibility Plan has been drawn up in conjunction with staff and governors of the school and will advise other school documents. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school's website. The Accessibility Plan will be updated annually to reflect development that has taken place. At the end of the three year cycle, a further review will take place in order to inform the development of a new Accessibility Plan, which will run for a further period of three years.

Our Accessibility Plan shows how we are planning for access to be improved for disabled pupils, staff and visitors to the school in a given time frame. This relates to the key areas of physical environment, curriculum and written information. Wherever possible and practicable, adjustments will be considered in advance and efforts will be made to anticipate these. Where something the school does could place a person with a disability at a substantial disadvantage compared to a person without a disability, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing barriers, physical or otherwise.

The Accessibility Plan will contain relevant and timely actions to:

- a) Increase access to the curriculum for pupils with a disability**, adapting the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as other pupils. This includes teaching and learning as well as the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment wherever possible, which may assist pupils in accessing the curriculum;
- b) Improve access to the physical environment of the school** by adding specialist resources, adaptations and facilities e.g. slopes, additional handrails, blinds, as well as considering the accessibility of any new work or facility;
- c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities**. Examples might include the presentation of curriculum resources, timetables, textbooks and other information about the school and school events. This may be through the use of technology or adjusting font size and the colour of paper. This also applies to information available to parents and visitors to the school.

We recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010. This will be achieved through staff training opportunities and advice from external professionals.

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

- Curriculum Policy
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Improvement Plan
- School Brochure/ Prospectus and Vision Statement

An Accessibility Audit in relation to the physical accessibility of the school was undertaken on 09/05/2022 and 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 will roll forward into subsequent plans.

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 School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school's website.

The Accessibility Plan will be monitored through the Governing Body Meetings

The school will work in partnership with The Kemnal Academies Trust in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Roles and responsibilities in relation to this policy area as follows:

Executive Head Teacher: Sam Atkinson
Head of School: Gemma Sherwin
Designated member of staff: Gemma Dear
Business Manager: Daniel More
Site Manager: David Stokes
Governor Responsible: Vanessa Ray

What we currently have in place to make our school accessible

1. Increasing access to the school curriculum for pupils with disabilities

At Dame Janet Primary Academy, our teachers use 'Adaptive Teaching' to ensure that the curriculum is accessible to all pupils regardless of ability. Children with identified SEND have a Personalised

Plan which outlines any strategies and interventions that the child requires in order to help them access the curriculum. Interventions may include Thrive, SALT, Fizzy/Clever Hands, Phonics, Sensory Circuits and Shine (Reading and Maths.) Personalised plans are regularly reviewed and shared with parents/carers three times a year. On both the Upper and Lower School sites, there is a sensory room which the children can access. Every classroom also has a 'Calm Corner' which children can access if they need time to regulate within the classroom. The school provides tools such as ear defenders, chew buddies, fidget toys, coloured overlays, timers and workstations to those pupils who have been identified as benefiting from them. The school also has access to school counsellor and the NELFT Emotional Wellbeing Team. If further support is required for a child, schools are able to make referrals to external agencies such as Specialist Teaching Service (STLS), Health (including School Nurse, OT and Physio), Speech and Language (SALT), CYPMHS and NELFT.

2. Improving access to the physical environment of the school

At Dame Janet, there are designated care suites on both the Upper and Lower School sites. All classrooms at both the Upper and Lower School site are situated on the ground floor. The school environment follows the principles of a communication friendly environment with displays being purposeful. Classrooms and intervention rooms are clutter free and are set up with the needs of the particular class in mind. Corridors are kept clutter free and accessible to wheelchair users.

3. Improving the delivery of information to those with disabilities

Personalised plans for pupils with SEND are shared with parents/carers three times a year. Parents evening is held twice a year with an additional opportunity for parents to attend a parent meeting after annual school reports are shared. Information about the school, upcoming events and newsletters are shared via the School Gateway App. Any additional meetings with school staff, including the Inclusion Lead/SENCO can be booked via the school office. Where appropriate, external agencies, such as STLS or Health Professionals can be invited into school to meet with school staff and parents. For parents/carers who have difficulty accessing meetings within the school setting, telephone consultations or virtual meetings can be arranged.

Our Plan to increase accessibility 2023 - 2026

Over the next three years we plan to make the following changes:

1. Increasing the extent to which pupils with disabilities can participate in the curriculum					
Target	Strategies	Outcomes	Who is responsible	By when	Date completed
Effective communication and engagement with parents	<ul style="list-style-type: none"> -Regular parents' evenings throughout the year -Personalised Plans for pupils with SEND shared with parents 3 x yearly -Annual Reviews with Inclusion Lead for children with EHCPs. -Information regarding support for families to be shared on School Gateway App and the schools Facebook page. 	Parents/carers are informed about their child's progress and parents are aware of support available to them	Teachers Inclusion Lead SLT	Ongoing Reviewed Annually	

	-NELFT Emotional Wellbeing Team parent workshops available				
Training for staff on increasing access to the curriculum for all pupils	<ul style="list-style-type: none"> - Training available from STLS (Specialist Teaching and Learning Services, including STLS for HI and VI) -Support and Guidance from Health professionals such as SALT, physiotherapists, OT, School nurse will be implemented and strategies included in Personalised Plans where applicable -Where a new training need is identified the Inclusion Lead/Medical TA will arrange training from the appropriate professional -Staff working with pupils with a Hearing Impairment, receive training from a Specialist Teacher for Hearing Impairment 	Staff are confident in ensuring that pupils have an increased access to the curriculum	Inclusion Lead SLT	Ongoing Reviewed Annually	
Adaptations to the curriculum to meet the needs of individual learners	<ul style="list-style-type: none"> -Teachers receive training around the Mainstream Core Standards, the strategies of which are used within Personalised Plans -Personalised Plans identify strategies and adaptations needed to meet the needs of individual learners -Communication Friendly Environments training delivered to all teachers -Embedding of the 'Thrive' right time and reparative support <ul style="list-style-type: none"> -Training around the EEF '5 a day' High Quality Teaching benefits pupils with SEND. -Access arrangements and adaptations to 	Pupils with SEND are able to access the curriculum and make progress towards positive outcomes.	Inclusion Lead SLT Thrive Practitioners	Ongoing Reviewed Annually	

	support testing				
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	<ul style="list-style-type: none"> -Strategic deployment of support staff -Use of Assistive Technology, for example, Clicker is implemented (advice sought from the CAT team where appropriate) -Specialist equipment and resources provided to pupils who would benefit from their use e.g. writing slopes coloured overlays, pencil grips, chew/fiddle toys. - Ensure specialist equipment, for example, hearing aids are checked daily and seek advice from specialist external agencies where needed 	Lessons are fully inclusive so that children are able to access the curriculum and reach positive outcomes as a result of this.	Inclusion Lead SLT Teachers IT Team	Ongoing Reviewed Annually	

2. Improving access to the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services

Target	Strategies	Outcomes	Who is responsible	By when	Date completed
School at both the Upper and Lower School site is accessible to all visitors	<ul style="list-style-type: none"> -Procedure to ask visitors prior to their visit if they may have any access requirements that the site management should be aware of -Accessible parking bays should be regularly monitored to ensure they are only used by Blue Badge holders -Signage should be included to provide clear and easily identifiable navigation of the school's main entrance and reception (which is based at Lower school) -Sign in screen to accommodate both standing and seated 	School will be fully accessible for wheelchair users	Site Team SLT	Ongoing Reviewed Annually	

	users.				
Care suites which include a disabled toilet are available at both the Lower and Upper School sites	<ul style="list-style-type: none"> -Care suites are kept clear to ensure that there is enough transfer space available -Cord alarms are accessible for all users. -Cord alarms are coloured red with two triangular bangles and easy to reach from floor level -Taps which require minimal pressure to use are available in Care Suites and WCs 	Toileting facilities are available and accessible to disabled users	Site Team SLT	Ongoing Reviewed Annually	
Maintain safe access around exterior of school -	<ul style="list-style-type: none"> -Compliant handrails installed to both sides of ramps -Ensure that all ramps are maintained and have a suitable edging to prevent tripping -Compliant handrails should be installed to both sides of all external steps. -Ramp and pathway surfaces are easy to maintain and any plants growing between gaps are removed. 	People with disabilities can move unhindered along exterior pathways	Site Team SLT	Ongoing Reviewed Annually	
Maintain safe access around the interior of the school -	<ul style="list-style-type: none"> -The layout of learning spaces is designed with the users in mind, furniture is positioned to allow easy access for pupils and staff with disabilities. -Hazards identified with yellow markings -Corridors and classrooms free from clutter, allowing for free movement 	People with disabilities can move safely around the interior of the school	Site Team SLT	Ongoing Reviewed Annually	
Improvements to the playgrounds enables disabled pupils to take better advantage of educational	<ul style="list-style-type: none"> -The playground includes several accessible ground levels with visual, audible and tactile sensory play opportunities -Provide seating with 	Pupils with disabilities can access play equipment which will enhance educational opportunities	Site Team SLT	Ongoing Reviewed Annually	

opportunities	armrests, which could provide assistance to people with ambulant disabilities.				
Improvements to help the hearing impaired -	-Install an induction loop to benefit hearing aid users (when necessary) -Pupils with HI are supported by a member of staff trained in BSL	Learning experiences of pupils with hearing difficulties enhanced.	Site Team SLT Inclusion Lead	Ongoing Reviewed Annually	
Improvements to help the visually impaired -	-External steps on both sites to feature bright, contrasted nosings to assist people with impaired vision. -Handrails are suitably colour contrasted to aid people with impaired vision -Information to be provided in Braille where appropriate	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.	Site Team SLT	Ongoing Reviewed Annually	

3. Improving the availability of information to disabled pupils and parents

Target	Strategies	Outcomes	Who is responsible	By when	Date completed
Ensure availability of information for parents -	-Support parents/carers with downloading/setting up the new School Gateway App where applicable -Availability of hard copies of letters for those who are unable to access the internet - School to seek support of a translator if required for meetings with parents	Improved communication with parents.	Teachers SLT Office Staff	Ongoing Reviewed Annually	
Improve the delivery of information to pupils with a disability	-BSL trained member of staff to support HI pupils -Use of consistent communication tools across the school e.g. InPrint3 (Widget symbols) used for visual timetables and communication	All pupils will have equal access to information and extracurricular activities.	Teachers SLT Office Staff	Ongoing Reviewed Annually	

	boards -Overlays are provided to pupils presenting with visual stress or Irlen's Syndrome				
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