

Accessibility plan 2021-2024

Section 1: Vision statement

Dane Royd Junior and Infant School welcomes its general responsibilities under the Equality Act 2010 to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Equality Act 2010;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

The Equality Act 2010 replaced all existing equality legislation:

- Disability Discrimination Act
- Race Relations Act
- Sex Discrimination Act

Purpose of the plan

The Department for Education (DfE) published advice on the Equality Act for schools, which explains that schools must have an accessibility plan aimed at:

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

Definition of disability according to the Equality Act 2010

Section 6 of the Equality Act 2010 says that a person has a disability if the person:

- Has a physical or mental impairment, **and**
- The impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities

The new act gave schools a public sector equality duty (PSED) to advance equality of opportunity between people who share a protected characteristic and those who do not. There are 8 protected characteristics: race, gender, religion, disability, sexual orientation, gender reassignment, pregnancy and age.

The protected characteristic that concerns predominantly, but not exclusively, to a primary school is disability.

School aims and values

Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- *To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- *To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- *To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- *To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- *To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

How the plan links to other documentation and policies

At Dane Royd School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

NB. See also **Equal Opportunities Policy and Race Equality Policy**

How the plan will be shared

The Plan has been written with members of staff who have identified themselves as those who would require adjustments under the Equality act for themselves or their children.

The document is shared with all interested parties via our school website.

Internal and external monitoring procedures

The accessibility plan will be reviewed annual or at point of admission of children requiring additional reasonable adjustments.

The plan's focus on the physical environment, curriculum, and written information

We have produced an action plan to ensure that we fulfil our general and specific duties under the Equality Act 2010. It focuses on the physical environment of school, access to the curriculum and accessibility of written information.

Supporting partnerships

In delivering the aims of the policy we are supported by the Governing Body of Dane Royd School. As members of Kettlethorpe Collaborative Partnership we are able to draw upon the collective knowledge and experience of our partner schools. As a LA maintained school we work in partnership with all the services that support the school through LA service level agreements.

Complaints procedures

Our complaints policy is published on our school website. A paper copy is available by request from our school office.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Visual Impairment- VI Team support identified pupils. Where required materials are created by hand for pupils.</p> <p>Reading scheme books purchased at increased font size for VI pupils</p> <p>Hearing Impaired- HI Team support identified pupils. Supply of auxiliary aids and services for disabled students where they are not being supplied through SEN plans or from other sources.</p> <p>Pupils accessing OT support- where need identified specialist seating provided for classroom use and in school access to OT support and assessment.</p>	<p>Assessment of individual pupil needs completed when identified with VI and appropriate interventions / support put into place to enable access to the curriculum as appropriate.</p> <p>Assessment of individual pupil needs completed when identified with HI and appropriate interventions / support put into place to enable access to the curriculum as appropriate.</p> <p>Assessment of individual pupil needs completed when identified with sensory or physical needs and appropriate interventions / support put into place to</p>	<p>Cycle of review of impact of VI support and planning meeting for parents with professionals. Identification of requirement for OPP, MSP or EHCP.</p> <p>Cycle of review of impact of HI support and planning meeting for parents with professionals. Identification of requirement for OPP, MSP or EHCP.</p> <p>Cycle of review of impact of OT support and planning meeting for parents with professionals. Identification of</p>	<p>VI team & SENCO</p> <p>HI team & SENCO</p> <p>OT team & SENCO</p>	<p>Ongoing dependent on need</p> <p>Ongoing dependent on need</p> <p>Ongoing dependent on need</p>	<p>VI pupils are accessing the curriculum appropriately.</p> <p>HI pupils are accessing the curriculum appropriately.</p> <p>OT supported pupils are accessing the curriculum appropriately.</p>

	<p>ASD- Access to assessment and monitoring from CIAT advisory team. Provision of learning support materials (eg Visual timetables.</p> <p>Children identified as having an impairment that has a substantial and long-term adverse effect on their ability to carry our normal day-to-day activities will have a care plan in place</p> <p>Mental health- Mental health lead Miss Bottom/ Future in Mind/ Star Bereavement and CAHMS workers</p>	<p>enable access to the curriculum as appropriate.</p> <p>Assessment of individual pupil needs when identified as having ASD traits and appropriate interventions / support put into place to enable access to the curriculum as appropriate</p> <p>To ensure that identified children have access to the curriculum as appropriate to their needs.</p> <p>To ensure children suffering from anxiety/loss etc can access the full curriculum</p>	<p>requirement for OPP, MSP or EHCP.</p> <p>Cycle of review of impact of ASD support and planning meeting for parents with professionals. Identification of requirement for OPP, MSP or EHCP</p> <p>Cycle of review of needs, involvement of parents and medical professionals as appropriate. Ensure care plan is updated as required</p> <p>Cycle of review of needs, involvement of parents and medical professionals as appropriate. Ensure care plan is updated as required</p>	<p>CIAT Team & SENCO</p> <p>Medical Professionals & SENCO</p> <p>Medical Professionals & SENCO</p>	<p>Ongoing dependent on need</p> <p>Ongoing dependent on need</p> <p>Ongoing dependent on need</p>	<p>ASD pupils are accessing the curriculum appropriately.</p> <p>Medically supported pupils are accessing the curriculum appropriately.</p> <p>Pupils with identified needs access the curriculum appropriately</p>
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<p>Improve and maintain access to the physical environment</p>	<p>Disabled parking bay for staff or visitors and level parking layby adjacent to pedestrian access to school in place.</p> <p>Steps are line painted for pupils with visual impairment.</p> <p>Access to playground is possible without using steps.</p> <p>Accessible toilet with physio bench in place.</p> <p>Pupil food technology classroom built at different height levels.</p> <p>Physical seating arrangements appropriate to need</p>	<p>Staff or visitor access via car park with shortest walking distance to main entrance. Layby parking adjacent to school entrance for disabled pupils to ensure quick and easy access.</p> <p>VI children, staff, visitors movement around school enhanced.</p> <p>Independent toileting for staff and pupils as appropriate. Toilet space appropriate size to allow support as required.</p> <p>Kitchen design to support pupils of variety of heights.</p> <p>Assessment of working arrangements made according to needs to enable suitable working environment</p>	<p>Ensure staff and visitors are aware of parking facilities. Ensure parents are aware of purpose of layby style.</p> <p>Ensure that lines on steps are refreshed with paint as required.</p> <p>Risk assessment completed as appropriate. Reasonable adjustments made as appropriate</p>	<p>Headteacher & Admin Team</p> <p>Caretaker</p> <p>HR Manager</p>	<p>Completed</p> <p>Renewal programme on going</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>As required</p>	<p>Staff & visitors requiring disabled parking space book the space as required.</p> <p>Staff, visitors and pupils are able to access the physical environment appropriate to their needs.</p>
<p>Improve the delivery of written information for parents and pupils</p>	<p>School website has links to the local offer provision in Wakefield.</p> <p>School website has extensive sign posting and information for parents.</p>	<p>School prospectus to be re-written to include additional information in line with the Equality Act 2010.</p>	<p>School Prospectus to include information for parents of children with a disability.</p>	<p>Headteacher</p>	<p>May 2021</p>	<p>Prospectus enables parents to find out information to support them.</p>

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