

Delves Lane Primary School

ACCESSIBILITY POLICY AND PLAN

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by, or under, this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from June 2024 to June 2025

At Delves Lane Primary School we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan contains relevant actions to:

Improved awareness of equality and inclusion by:

- Aim 1 – To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Aim 2 – To increase the extent to which disabled pupils can participate in the school curriculum. Increase access to **the curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Aim 3 – To improve the delivery of information to disabled pupils and parents. Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

June 2024



Delves Lane Primary School

ACCESSIBILITY PLAN June 2024 to June 2025



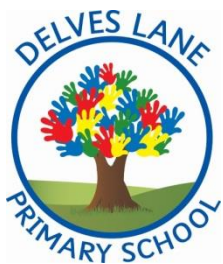
Aim 1 – To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education ad associated services

Item	Activity	Timescale	Who is responsible?	Success Criteria
Physical Environment - Nosing's to steps	Re-paint nosing's to steps – highlight edgings and steps	Reviewed annually	HT, SOM & Caretaker	Accessible environment maintained
Zebra crossing	Re-paint zebra crossing in car park as required	Reviewed annually	HT, SOM & Caretaker	Accessible environment maintained
Emergency exit signage	Update signage as required	Review annually	HT, SOM Manager & Caretaker	Accessible environment maintained
Signage for visually impaired	Provide tactile signage for visually impaired	Will review as required	HT, SENDCO, Caretaker	Accessible environment maintained
Induction loop system	Install loop system, signage and loop couplers on telephones (A hearing loop (sometimes called an audio induction loop) is a special type of sound system for use by people with hearing aids)	Will review as required	HT, SENDCO & Caretaker	Accessible environment maintained
Ensure that classrooms are optimally organised for disabled pupils	Teachers and site staff to plan the physical space and access routes within the classroom in order to provide optimum access to resources.	Will review as required	Class Teachers SENDCO HT, DHT	Accessible environment maintained
Improve access routes for disabled pupils	Review access routes to all areas (including classrooms, corridors, playgrounds, hall, toilets, doorways, etc.) and plan for reasonable adjustments where possible.	Will review as required	HT, SENDCO SOM & Caretaker	Accessible environment maintained
Close monitoring and assessment of emergency exit routes for disabled pupils	Ensure that emergency exit routes are accessible for all children and make reasonable adjustments if required.	Will review as required	HT, SENDCO SOM & Caretaker	Accessible environment maintained

Ensure that the environment around school does not restrict children with a disability	Create access plans for individual children as part of the School Support process – with LA SEN Support Undertake surveys as required with staff and governors to ascertain needs and ensure they are met	With immediate effect for pupils as required Under frequent review	Teaching Assistants, Teachers & HT, DHT	Enabling needs to be met where possible
To ensure that medical needs of pupils and staff are met in full – within the capability of the school	Conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Update policies on managing medical needs in school, in line with LA Ensure up to date First Aid and Managing Medicines in schools for training designated staff	Senior Leadership Team Designated person for Medication & First Aid – SLT	All teaching staff Paediatric first aiders First Aid at work trained staff Medical Lead HT	To ensure that the medical needs of all pupils are met fully within the capability of the school
Ensure disabled parents have every opportunity to be involved	Ensure support for disabled to drop off and collect children. Arrange interpreters from the RNID National hearing loss charity, to communicate with deaf parents. As school is informed by parent or professionals, school to offer telephone calls to explain letters sent home to families with low levels of Literacy skills Adopt a more proactive approach to identify access requirements of disabled parents	With immediate effect and continually reviewed	Whole school staff Continually under review	Ensure that disabled parents are not discriminated against are encouraged to take interest and be involved in their child's education
To improve community links and accessibility support groups	School continue to have strong links with schools and organisations in Durham Authority and the wider community in Durham LA Specific guidance to parents to refer	On-going	SLT and All staff	Improved awareness of disabilities/the wider community of Durham
Continue to develop playgrounds and facilities	Look for funding opportunities to develop OPAL (Outdoor Play & Learning)	On-going	OPAL Play Leader OPAL -	Inclusive child friendly play environment

			Schools Play Advisor - Ingrid Wilkinson HT & Senior Leadership Team Class Teachers Play Team	
To ensure roads, paths, entrance into school, car park, etc. are as safe as possible	Communication with parents via safety messages/letters/walk to school week	On-going	PSHCE Lead PE Lead Senior Leadership Team LA Road Safety Team PCSO & Beat Officer for Delves Lane	No accidents Full access to school
Ensure Health School status is maintained Ensure School Games Gold award maintained Ensure Rights Respecting Schools Silver award maintained, plan to apply for Gold RRSA	School to continue to work towards Health Schools Award statues School to continue to have School Games Gold Status Ensure school continues with Rights Respecting Schools Silver Award,	Under review	SLT PE Leader PSHE Leader	
Ensure any proposed 'new build' project is fully physically accessible	LA advice re any new project management advice To ensure compliance with building regulations, planning and accessibility	When required	HT & Governors	Any new building/extensions are fully accessible
To finely review attainment of High Attaining pupils particularly those on SEND register	SENDCO/Class teacher meetings/Pupil Progress Scrutiny of assessment system Liaise regularly with parents	Termly	Class Teachers SEDNCO	Progress made towards Support Plan targets Provision mapping clear and detailed

				Pupil progress reviews-clear steps and progress made



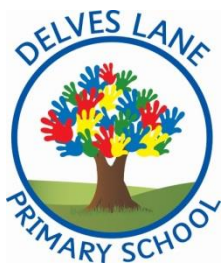
ACCESSIBILITY PLAN June 2024 - 2025



Aim 2 – To increase the extent to which disabled pupils can participate in the school curriculum.

Item	Activity	Timescale	Who is responsible?	Success Criteria
Training for teachers on adjustments to the curriculum	Regular audits of staff training needs. Book appropriate opportunities for CPD.	Ongoing	HT & SENDCO	Advice taken and strategies implemented. SEND Children supported to access curriculum. Any adaptations in place for children with additional needs.
Develop a range of learning resources including computer technology to enhance access for disabled pupils.	Purchase resources as required based on pupil's needs and advice from professionals.	Ongoing	HT & SENDCO	Advice taken and strategies implemented. All children with SEN are supported to access curriculum. Any adaptations in place for children with additional needs.
Develop pupils' understanding of disability issues	PHSCE lessons from our Jigsaw Scheme School follows guidance in RSHE Policy School follows Rights Respecting ethos	Ongoing	HT, PSHCE Leader, SENDCO	Staff aware of children with disabilities. Clear

				communication with all staff and external agencies re disability issues. Disability issues embed into PSHCE and Rights Respecting Curriculum.
Update policies	Regularly update polices ensuring that they are fully inclusive	Annually	All Subject Leaders, SENDCO, DHT and HT	Policies reviewed annually
Plan for lessons which are responsive to pupil diversity	Teachers to plan accordingly.	Ongoing	HT & SENDCO	Plans shared and monitored by HT, DHT, SENCO, and PSHCE Lead
Plan for additional time allowances for disabled pupils.	Teachers to plan accordingly.	Whenever necessary	Class Teachers, DHT & HT	Class Teachers DHT, HT, SENDCO
Plan inclusive lessons.	Where possible, plan inclusively and provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities. E.g. some forms of exercise in physical education.	Ongoing	Class Teachers, DHT & HT	Class Teachers Support from SENDCO as required. Plans reviewed by SENDCO, HT
Complete necessary risk assessments for any school trips and ensure that appropriate travel and access arrangements are made in advance.	Teachers to plan in collaboration with trip venue and travel companies.	Whenever necessary	HT, SENCO, SOM	Risk assessments reviewed annually and shared with appropriate stakeholders



Delves Lane Primary School

ACCESSIBILITY PLAN June 2024 – June 2025



Aim 3 – To improve the delivery of information to disabled pupils and parents.

Item	Activity	Timescale	Who is responsible?	Success Criteria
To continue to improve communication for our school community	Make available school brochures/newsletters etc in alternative formats e.g. larger print, different languages Seek advice from LA – Sensory Team re School Communications Audit signage around school to ensure it is accessible for parents. Parents to access support from SENDIASS as required.	On-going A new brochure, Parent Handbook is under development	HT & Governors	All parents and cares will have full access to school communications
To ensure all children with SEND have access to information	Regular communication with parents Individual multi-sensory strategies used, following advice from external agencies	On-going	All Staff	SEND children able to access the curriculum
To enable improved access to written information for pupils	Investigate symbol software to support learners with reading difficulties, enlarge and highlight text. Explore use of Clicker 8 Audit the signage around school to ensure it is accessible	On-going TA Support Staff Training on Clicker 8 – As required	SENDCO	
To continue to improve communication for any member of the school who has a sensory impairment	Seek LA advice (Sensory Support Team) As and when required	Annual review	HT & Governors	Pupils and Parents/Carers with sensory impairments will have full access to school information and facilities
To review children's records and ensure that the school is aware	Information collected about children who start at DLPS Information passed on between class teachers as part of annual Summer transition meetings	Annually, or date new pupil starts	Admin Team, Class Teachers SENDCO HT	Members of staff are aware of any children with disabilities

In school Arbor/Records systems reviewed	Regular review and updates to school systems as required Information shared on Arbor and CPOMS as required	On-going	HT Admin Team SENDCO	Timely information shared with relevant staff via Arbor/CPOMS
To deliver findings to the Governing Body	Governors meetings	Annually/termly/SEND Governor and SENDCO meetings		Governors are fully informed about SEN provision and progress
To ensure all statutory policies to ensure that they reflect inclusive practice and procedures Ensure all policies reflect our Rights Respecting ethos	To comply with the Equality Act 2010	On-going	HT All Subject Leaders and Leadership Team	All policies reflect in full inclusive proactive and procedure All policies refer to Rights Respecting ethos and children's rights