

Deer Park Primary School Accessibility Plan 2020-2023



At Deer Park Primary School, we have high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves to their potential. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure that we recognise and value uniqueness and success. We recognise learning in all its forms and we are committed to nurturing lifelong learners. We are committed to improving children's confidence and self-esteem.

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability. Deer Park Primary School's Governing Body supports the principles and aims of the Local Authority's Access Strategy for Schools and Colleges and will work jointly with the LA to implement agreed objectives to meet targets for improving access to schools and colleges.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

This plan underpins the LA's Strategy for planning to improve access at a local level, by committing the school to a programme of actions, evaluation and review which will improve access to the curriculum for students with special needs and disabilities. This plan operates alongside the school's SEND policy and SEND Information Report and is consistent with it in terms of principles and approaches to

resourcing.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas:

- Ensure the curriculum is differentiated to meet the learning needs of students with SEND and that target setting is effective and appropriate for these students. Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEND, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities. These objectives will reviewed annually by the SENDCO.
- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students. A rolling programme of classroom refurbishment will continue, taking into account the DDA requirements of pupils, visitors and staff.
- Resources will be provided to stakeholders where necessary to enhance their working environment to help deliver the curriculum in a way that supports their disabilities.
- The catering department will be informed of all pupils and staff who have allergies and these will be clearly displayed in the kitchen area. This information will also be made available to all staff, with a record being kept in the office and in the individual class registers.
- Software will be purchased to enhance the learning of specific students when required in order to encourage progress, particularly in literacy and numeracy. Our Computing subject leaders are readily available to support requests to research suitable software.
- To establish a culture of mutual trust and respect between all members of the Deer Park Primary School community.
- To build a community that respects the celebration of achievement at all levels.

Date: April 2020

To be reviewed: December 2023

Physical Access

Target	Strategies	Outcome	Time	Goals Achieved
To ensure that all pupils have access to the appropriate areas of the school	<p>Review access for all pupils including Disabled pupils through Health and Safety Walk.</p> <p>Monitor building plans and adjust accordingly</p> <p>Ensure that transition access is assured as disabled children move through the school.</p>	<p>Disabled people will be able to access areas easily without obstruction</p> <p>Layout of school will allow access for all pupils to all areas.</p>	<p>Summer 2020 and on-going.</p> <p>Summer 2020 and on-going.</p>	<p>Corridors easier to negotiate and free of trip hazards</p> <p>Entrance and Outside Classroom accessible to all stakeholders</p>
To find out whether parents consider their child to be disabled and find out what provision they feel would be needed to make the school accessible for their needs	To survey parents of children already at school and those from feeder nurseries who come to our school as to whether they consider their child/family has	Any hidden disabilities will be identified and parents will feel they have a voice in deciding on making the school more accessible for any	Summer 2021 and on-going	
	any disabilities and how they can be catered for	particular needs their children may have.		

Remodelling of steps and lift outside Year 2 as required.	Monitor building plans and adjust accordingly.	This will make the area more accessible to all pupils	Summer 2020 and on-going	Provision for school users is proactive and caters for specific needs of the school community
Ensure all pupils and staff can be safely evacuated from all buildings.	New signage and emergency lighting installed following Fire Safety Audit Summer 2020. Inform staff and pupils of improvements and ensure all staff are aware of their responsibilities in relation to all pupils including disabled pupils Fire evacuation procedures training for all staff	All staff and pupils will be aware of new fire evacuation procedures. New lighting and signage installed.	Spring 2021 and on-going.	
Ensure the safety of all pupils and staff	Staff to complete relevant online training for Health and Safety. Site Manager to be directed by SLT on matters of safety.	All areas of the school will be safe and risks will be minimised appropriately. Staff and pupils will be aware of their responsibilities for safety on the school premises.	Summer 2021 and on-going On-going checks of the site/ furniture/resources	

		Site Manager to complete tasks in a timely manner.		
Ensure classroom learning environments are suitable for the needs of the staff and pupils within it.	<p>Review the lighting in Lower Key Stage 2 Classrooms and shared areas following Electrical survey and work completed Summer 2020.</p> <p>Ensure that hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children. Seek support from Local Authority Hearing and Visual Impaired Advisory Teachers as necessary.</p>	<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>	Termly reviews of environments.	

Curriculum Access

Target	Strategies	Outcome	Time	Goals Achieved
To Ensure all pupils have access to the full curriculum	<p>Increase staff confidence in meeting the needs of all pupils – regular training from SENDCO and external providers.</p> <p>Regular curriculum update training – including appropriate differentiation and provision.</p> <p>Strategies/ advice from external agencies to be sought when necessary.</p>	Staff will be confident in delivering the curriculum to pupils in their class and will meet the needs of all pupils.	<p>Spring Term 2021</p> <p>On-going training as new needs arise.</p>	

<p>Ensure that resources are available to meet pupil needs.</p> <p>Hardware and software for computing is appropriate for the needs of the school and the staff/ pupils within it.</p>	<p>Review of all ICT equipment by Curriculum Leaders.</p> <p>Curriculum Leaders to monitor the needs of the curriculum and suggests suitable ICT for pupils who may require additional provision.</p> <p>SENDCO to liaise with staff to ensure provision for pupils with SEND have access to appropriate resources.</p>	<p>Pupils will have access to resources and equipment which enable them to access the curriculum and reach their potential.</p>	<p>Autumn Term 2020</p> <p>Termly Reviews thereafter.</p> <p>School Support Plans for children with SEND written and reviewed termly.</p>	
<p>All educational visits and activities to be accessible to all.</p>	<p>Ensure each new venue/activity is vetted for appropriateness.</p> <p>The school EVC to support staff with meeting needs on all trips.</p> <p>Risk assessments to be carried out as appropriate to the activity/ visits/trips.</p>	<p>All pupils will be able to take part in school events/ activities and trips.</p> <p>Appropriate provision and support will be in place where required.</p>	<p>On-going according to school calendar.</p>	

Information Access

Target	Strategies	Outcome	Time	Goals Achieved
Ensure that parents, carers and other stakeholders have full access to information about the school, the curriculum and their child (ren).	<p>Review information to parents/carers to ensure it is accessible. Make alternative formats available where required.</p> <p>Make alternative arrangements for communicating with hearing impaired/ vision families.</p>	All stakeholders can access the information they need in a suitable format.	<p>Review Autumn 2020.</p> <p>On-going reviews as the needs of the school change.</p>	
Access arrangements in place for statutory assessments.	<p>Ensure Year 2 and Year 6 staff are fully aware of the needs of the pupils and access arrangements required.</p> <p>Ensure Year 1 and Year 4 staff are fully aware of the needs of the pupils and access arrangements required in relation to the phonics screening test and the Multiplication Tables Test.</p> <p>Ensure that any pupil requiring adapted resources can access</p>	<p>Year 2 and Year 6 pupils are catered for during statutory testing procedures to allow them to demonstrate their potential.</p> <p>Year 1 and Year 4 pupils are catered for during Phonic and Multiplication tables testing procedures to allow them to demonstrate their potential.</p>	Regular review of needs.	

	each of these tests.			
Provide information in other languages for pupils or prospective pupils (where appropriate).	Obtain access to translators and sign language interpreters through the LA to be considered and offered if possible.	All families have access to appropriate information.	Termly review of school needs.	

Specific items will be incorporated into the annual and three year School Development Plan with reference to the DfES 'Implementing the DDA in Schools and Early Years Settings' folder. (To be found in the Headteachers office). This plan should be read in conjunction with the school's "Equalities Policy".

