



Dunston Hill

Community Primary School



School Accessibility Plan

September 2020

DUNSTON HILL COMMUNITY PRIMARY SCHOOL

SCHOOL ACCESSIBILITY PLAN

This policy should be read in conjunction with the School's Improvement Plan (SIP), SEN and Inclusion Policies, Equal Opportunities Policy and Gateshead Council's Accessibility Strategy for Schools.

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001. It draws on the guidance set out in the DfE document 'Accessible Schools' issued in July 2002.

Definition of Disability

Disability is defined by the 1995 Disability Discrimination Act as:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Objectives

The school's key objective is to reduce and eliminate wherever possible any barriers to access to the curriculum and to allow full participation in the school community for all children, and prospective pupils with a disability.

Principles

The school recognises its duty under the DDA:

1. Not to discriminate against disabled pupils in their admissions and exclusions procedures
2. Not to treat disabled pupils less favorably
3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
4. To publish an Accessibility Plan.

The Governing Body and Staff of this school will:

1. Provide all pupils with a broad and balance curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles
2. Recognise the parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities
3. Respect the parents' and child's right to confidentiality.

Methodology

a) Educational Activities

The school will continue to seek and follow the advice of the LA's support services, such as specialist teachers, tutors, educational psychologists and appropriate health professionals.

b) Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvement and refurbishments of the site and premises, such as improved access, lighting, toilet facilities and more accessible facilities and fittings.

c) Information

The school will provide information in alternative formats when required or requested.

Audit

The school will use the DfES checklists "Identifying Barriers to Access" in order to draw up its Action Plan. (Appendices)

Monitoring and Review

The monitoring and review will be carried out by an identified team consisting of the Headteacher, a Governor and an LA Officer. The following audit of provision will be undertaken annually. This survey will be reported to Governors in the summer term.

Section 1: How we deliver the Curriculum?

Question	Yes	No	Action
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	/		Relevant staff receive appropriate training. Refresher training undertaken where appropriate
Are our classrooms optimally organised for disabled pupils?	/		
Do lessons provide opportunities for all pupils to achieve?	/		
Are lessons responsive to pupil diversity?	/		All lessons are differentiated
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	/		
Are all pupils encouraged to take part in music, drama and physical activities?	/		With support
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example our visually impaired children?	/		Rest/relax time required within lessons
Do staff recognise and allow for additional time required by some disabled Pupils to use equipment in practical work?	/		Extra time in tests/new equipment purchased as required
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	/		Staff receive training if appropriate.
Do we provide access to computer technology appropriate for pupils with disabilities?	/		ICT equipment is available when required.
Are school visits made accessible to all?	/		If appropriate with
Are there high expectations of all pupils?	/		
Do we seek to remove all barriers to learning and participation?	/		We are an inclusive school

Section 2: Is our school designed to meet the needs of all pupils?

Question	Yes	No	Action
Does the size and layout of areas – including classrooms, assembly hall, dining room, library, computer suite etc. allow access for all pupils?	/		One level building, all toilets building built in to DDA specifications
Can pupils who use wheelchairs move around the school without experiencing barriers to access caused by doorways, steps or toilets?	/		As above
Are the pathways around the school site and parking arrangements safe, logical and well signed?	/		Regularly checked by the caretaker and PFI
Are emergency and evacuation systems set up to inform all pupils, including alarms with both visual and auditory components?	/		Peep completed where necessary. Drills undertaken every term.
Are non-visual guides used to assist people to use buildings?	/		Where necessary (Braille/signs)
Are any of the signs or decors considered to be confusing or disorientating for children with visual impairment, autism or epilepsy?	/		Signs checked regularly by Governors and PFI
Are all areas well lit?	/		
Are steps made to reduce background noise for hearing impaired children?	/		Parents to inform teachers and apt steps taken
Is furniture and equipment selected, adjusted and located appropriately?	/		Ongoing adjustments made where necessary

Section 3: How does the school deliver materials in other formats?

Question	Yes	No	Action
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and families who may have difficulty with standard forms or printed information?	/		Where necessary
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	/		Where necessary
Do we have the facilities such as ICT to produce written information in different formats?	/		Yes.
Do we ensure that the staff are familiar with technology and practices developed to assist people with disabilities?	/		Training completed where appropriate

Dunston Hill Community Primary School Access Plan 2018-2019

	Objective/Target	Strategies	Methodology	Timescale	Success Criteria
Short Term	To ensure that the school complies with the DDA and Code of Practice.	Governors and Staff made aware of the requirements and obligations of the Accessibility Plan.	Staff briefing meeting.	Ongoing	School complies with the Code of Practice and DDA.
	Continue to review the availability of written material in alternative forms.	Staff to be aware of both Gateshead Council's and LA services.	Head teacher to raise awareness at briefing meetings.	Ongoing	School will be able to deliver information to all children and parents with disabilities where necessary.
Medium Term	Continue to review access to designated areas e.g. entrances and exits.	Ensure we incorporate all DDA requirements where possible.	Improve access where necessary.	Ongoing where necessary	Physical accessibility of school increased.

DDA - Disability Discrimination Act

LA - Local Authority

VI - Visually Impaired

CPD - Continuing Professional Development

SENCO - Special Education Needs Co-ordinator