

**DINGLE COMMUNITY PRIMARY SCHOOL  
ACCESSIBILITY PLAN 2024-2027**



Date reviewed: 27<sup>th</sup> February 2024  
Date to be next reviewed: Spring 2027  
To be monitored annually in the Autumn term  
by the Governing Board Safeguarding Committee

Signed:

(Headteacher)

A handwritten signature in black ink, appearing to read 'G. Andrew', written over a horizontal line.

Date: 27<sup>th</sup> February 2024

Signed

(Chair of Governors)

A handwritten signature in red ink, consisting of several stylized, overlapping strokes.

Date: 27<sup>th</sup> February 2024

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school Accessibility Plan has been in place since April 2003 and was updated in 2006, 2009, 2012 and 2015. The school is required to implement a further updated Plan and Strategy to run for the 3-year period commencing September 2018, to be reviewed annually.

- The school recognises its duty:
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
  - not to treat disabled pupils less favourably;
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
  - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002):
  - The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
  - the school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
  - setting suitable learning challenges;
  - responding to pupils' diverse learning needs;
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If anyone has any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Subject                          | Strategies  | Who by   | How  | When                  | Outcome   | Pre-Accessibility Plan  | Goals  |
|----------------------------------|---|--|--|-----------------------|---|---|--|
| Provision of information.        | The school will make itself aware of the services provided through the L.A. for converting information into alternative formats.  | Inclusion Manager  | Liaison with L.A.  | As and when required. | If needed, the school will be able to provide written information in alternative formats.                                       | Information provision in alternative formats not applicable/not required to date.   | Appropriate/improved delivery of information to disabled pupils as and when appropriate/required.  |
| Education and related activities | The school will continue to seek and follow the advice of the L.A. and external agencies, facilitating staff training and ensuring awareness of the requirements of disabled pupils' needs with regards to accessing the curriculum.  | Headteacher, Inclusion Manager, Teaching Staff, Support Staff, Governing Board | Liaison with L.A. and external agencies; training courses; receipt and consideration of guidance documents.  | 2024-2027             | Teachers will be able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum. | The school provides all pupils of the school with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.  | The school will continue to provide all pupils, including disabled pupils, with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. |
| Physical environment             | The school will comply with Local Authority Planning requirements, including matters relating to provision for disabled persons when changing and adapting the school premises, and will have regard to the needs of disabled pupils when planning schemes of improvement to the premises, fixtures and fittings. | Headteacher, Governing Board   | The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishment of the site, premises, fixtures and fittings. | 2024-2027             | Elimination of barriers to unfettered access for disabled pupils to the school premises.  | Ramps are provided to all main entrances/exits throughout the school. A toilet for pupils with physical and sensory disabilities is provided. Replacement fire alarm provides audio and visual warning. | Maintenance of good physical accessibility of the school.  |