



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 December 2020 to September 2021

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.

**Adopted December 2020**



**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**

Item	Activity	Timescale	Who is responsible?	Success Criteria
Physical Environment - Nosing's to steps	Re-paint nosing's to steps – highlight edgings and steps	Spring 2021 and reviewed annually	HT, Office Manager & Caretaker	Accessible environment maintained
Zebra crossing	Re-paint zebra crossing in car park	Spring 2021 and reviewed annually	HT, Office Manager & Caretaker	Accessible environment maintained
Emergency exit signage	Update signage as required	Review Spring 2021 and review annually	HT, Office Manager & Caretaker	Accessible environment maintained
Signage for visually impaired	Provide tactile signage for visually impaired	Will review as required	HT & SENDCO	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	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 Office Manager & 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 Office Manager & 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 Under frequent review	Teaching Assistants, Teachers & Senior Leaders	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	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 - Schools Play Advisor - Ingrid Wilkinson HT & Senior Leadership Team Class Teachers	Inclusive child friendly play environment

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	School to continue to work towards Health Schools Award statues			
Ensure School Games Gold award maintained	School to continue to have School Games Gold Status			
Ensure Rights Respecting Schools Silver award maintained, plan to apply for Gold RRSA	Ensure school continues with Rights Respecting Schools Silver Award,			
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



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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 differentiating the curriculum	Regular audits of staff training needs. Book appropriate opportunities for CPD.	Ongoing	HT & SENDCO	Advice taken and strategies implemented. ASD 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. ASD Children 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 new RSHE Policy (embedded Autumn 2020) 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, Office Manager	Risk assessments reviewed annually and shared with appropriate stakeholders



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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	HT & Governors	All parents and cares will have full access to school communications
To ensure all children with ASD have access to information	Regular communication with parents Individual multi-sensory strategies used, following advice from external agencies	On-going	All Staff	ASD 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  Staff Training on Clicker 8 – Spring 2021	SENDCO, HT	
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 SIMS/Records systems reviewed	Regular review and updates to school systems as required	On-going	HT Admin Team	Timely information

	Information shared on SIMS and CPOMS as required		SENDCO	shared with relevant staff via SIMS/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

#### Monitoring of Accessibility Plan

This accessibility plan was completed in December 2020.  
The targets will be reviewed termly/annually as required.