

## **Dimple Well Infant School and Nursery Accessibility Plan**

### Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Disability Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

‘A person who has a physical or mental impairment that has a ‘substantial’ and ‘long term’ negative effect on your ability to do normal daily activities’

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long term’ means ‘has lasted or is likely to last more than 12 months’.

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day to day activities is adverse, substantial and long term.

The test of whether the impairments affect normal day to day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

At Dimple Well Infant School we are aware that we have a general duty under 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.

We are committed to providing a fully 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 will contain relevant actions to:

- **Awareness** - Improved awareness of Equality and Inclusion.
- **Physical facilities** - Improve access to the physical environment of the school, adding specialist facilities as necessary, to secure access for pupils, staff, parents and visitors. This covers improvements to the physical environment of the school and physical aids to access education.
- **School Curriculum** - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the 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.
- **Communication of Information** - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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
- **Support services** – access to services within and external to the school to support families where a disability is identified

## Awareness

| <b>Progress for identifying barriers</b>  |
|---|
| <ul style="list-style-type: none"><li>• Observations of learning</li><li>• Feedback from pupils, parents, staff and visitors</li><li>• Curriculum and provision review</li><li>• Feedback from external agencies</li><li>• Governor visits</li></ul>  |
| <b>Summary of progress to date in the last 3 years</b>  |
| <ul style="list-style-type: none"><li>• Staff attended training on specific areas of SEND (eg autism, speech and language, visually impaired, hearing impaired, attachment, Prada Willi syndrome, Tourette's, physical disability, specific medical conditions)</li><li>• Pupils are made aware of why children look, behave, move, learn and react differently</li></ul> |
| <b>Objectives for improvement</b>   |
| <ul style="list-style-type: none"><li>• Whole staff training for any new SEND identified</li><li>• Continue to make children aware of disabilities which affect individuals both in both and the wider community during assemblies, SEAL and PSHE lessons</li></ul>   |
| <b>Monitoring of plans</b>  |
| <ul style="list-style-type: none"><li>• Monitored through end of year questionnaires to staff, parents and children</li><li>• Day to day monitoring of pupil's reactions towards individuals identified with SEND</li></ul>   |

## Physical facilities

| <b>Process for identifying barriers</b>  |
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| <ul style="list-style-type: none"><li>• Site inspections by relevant personnel (Headteacher, Caretaker, SEND Governor, Health and Safety Governor) and if issues identified action planning to follow</li><li>• Feedback from users of the school site via annual questionnaires to all stakeholders</li><li>• Observations the use of the school site and facilities</li><li>• Needs review for enrolment of pupils through discussions with the Headteacher and professional involved with the pupil</li><li>• Review of EHCP/Health Care Plans for pupils with SEND</li></ul> |
| <b>Summary of progress to date in last 3 years</b>   |
| <ul style="list-style-type: none"><li>• Ramp to entrance of school</li><li>• Automatic entrance door</li><li>• Push button exit door</li><li>• Steps painted yellow</li><li>• Portable toilet step, 2 adapted chairs, scooter board, sloping board, sensory cushions purchased</li><li>• Grab rails on Foundation Stage doors</li></ul>  |
| <b>Objectives for improvement</b>  |
| <ul style="list-style-type: none"><li>• Door threshold ramps to be provided where and when required</li><li>• Emergency Evacuation Plans to be written when required</li><li>• Hearing Loops installed as and when required</li><li>• Visual fire alarm system as and when required</li><li>• Classroom adaptations as and when required</li></ul>   |
| <b>Monitoring of plans</b>   |
| <ul style="list-style-type: none"><li>• Monitored by staff, Occupational Therapists, Access Team</li><li>• Day to day monitoring of pupil's</li></ul>  |

## School Curriculum

| <b>Process for identifying barriers</b>   |
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| <ul style="list-style-type: none"><li>• Monitoring of class teaching, learning support and impact on progress</li><li>• Data analysis by teachers and SLT at termly pupil progress meetings</li><li>• Review of EHCP/Health Care Plans and Support Me To Learn Plans for pupils with SEND</li><li>• Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school</li><li>• Governor visits</li></ul>   |
| <b>Summary of progress to date in last 3 years</b>  |
| <ul style="list-style-type: none"><li>• Training on dyslexia, attachment disorder, verbal dyspraxia, autism</li><li>• Provision of appropriate aids for specific pupils following advice from Occupational Therapists (sloping boards, handwriters, scooter board, Fox Denton chair)</li></ul>  |
| <b>Objectives for improvement</b>   |
| <ul style="list-style-type: none"><li>• Deliver revision training at staff meetings or at class level to ensure best practice around meeting needs of learners with SEND is disseminated (eg Social Communication Interaction friendly classroom , Makaton training)</li><li>• Staff training to be matched to the priorities determined by current school population (Autism, Verbal dyspraxia, partially deaf)</li><li>• Audit attendance/membership of school clubs by pupils with SEND to ensure full access and school pay for support staff to accompany child to club if necessary</li></ul> |
| <b>Monitoring of plans</b>  |
| <ul style="list-style-type: none"><li>• Monitored by Headteacher, SENCO, staff and Governors</li></ul>  |

## Communication of information

| <b>Process for identifying barriers</b>  |
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| <ul style="list-style-type: none"><li>• Feedback from pupils, parents and Parent Governors - verbal, email, questionnaires</li><li>• Feedback from external agencies</li><li>• Review of EHCP/Health Care Plans</li><li>• Impact of communication streams in ensuring pupil and parent understanding and participation</li></ul>   |
| <b>Summary of progress to date in last 3 years</b>   |
| <ul style="list-style-type: none"><li>• Termly reviews of pupil progress (linked to Support me to learn plans or EHCP)</li><li>• Use of CAF process (if appropriate) to share information about pupils and improve communication between outside agencies</li><li>• Sign post parents to support agencies if appropriate</li><li>• Home and school communication books</li></ul> |
| <b>Objectives for improvement</b>  |
| <ul style="list-style-type: none"><li>• Seek views of parents of SEND pupils and act on responses if appropriate</li></ul>   |
| <b>Monitoring of plans</b>   |
| <ul style="list-style-type: none"><li>• Monitored by Headteacher, staff and Governors</li></ul>  |

## Support Services

| <b>Process for identifying barriers</b>  |
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| <ul style="list-style-type: none"><li>• Review of 1 page profiles/Support me to learn plans/ My Support Plans/EHCP/Health Care Plans for pupils with SEND</li><li>• Advice from external agencies</li><li>• Requests and identified needs of pupils and parents through discussions, observations , feedback</li><li>• Keeping up to date with local, county and National providers of support</li><li>• Governor visits</li></ul> |
| <b>Summary of progress to date in last 3 years</b>   |
| <ul style="list-style-type: none"><li>• New noticeboards in playground and outside Nursery displaying information for parents regarding support services (S&amp;L, SCI team, Early Help Hub, Parent Partnership)</li><li>• Educational Psychologist and Learning Support teacher drop in sessions twice a year</li><li>• Sign post parents to a range of support agencies</li></ul>  |
| <b>Objectives for improvement</b>  |
| <ul style="list-style-type: none"><li>• Maintain and develop communication with support services which relate to the SEND pupils in the school</li></ul>   |
| <b>Monitoring of plans</b>   |
| <ul style="list-style-type: none"><li>• Monitored by Headteacher, staff and Governors</li></ul>  |

