



Derry Hill School

Accessibility Plan

Aims of the Accessibility Plan

This plan outlines how Derry Hill C of E VA Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every 3 years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Target	Who	When	Outcome/Success Criteria	Review
Short term	Learning aids to be re-introduced and embedded (Enable Tables etc)	Class Teachers, SENCO	Term 4 2022	All classrooms have functional and highly engaging and inclusive enable tables to be accessible all lessons and areas of learning. All SEND provision is put in place immediately when a child enters a class or moves to a new class	Term 6 2021/22
	Intervention/SEN training for support staff	Headteacher, external advisors, SENCO	Term 4 2022 onwards	Support Staff have the skills to support pupils with SEND and are able to assess children using a range of supports including WESFORD.	Term 2 2022/23
Medium term	Termly learning support meetings to take place to assess and address pupil needs. Training for teachers and support staff on differentiating the curriculum for disabled children as required.	Teachers, SENCO, external advisors	Term 2 2021 onwards	Each teacher has had time with SENCO on a termly basis (Autumn, Spring and Summer) around the time ITTs are due to make sure SEND and PP learners are getting the best support. All teachers who need individual training for specific child or SEND has been included in effective and high quality CPD.	Term 1 2022/23
Long term	All staff and governors trained to meet individual SEN (including medical) needs of pupils where applicable in relation to safeguarding and peer on peer abuse.	Headteacher, SENCO, DSL	Term 1 2021 onwards	Safeguarding training to be delivered every year with a focus on SEND and PP students especially though with different ways of communicating (e.g. non-verbal)	Term 1 2022/23

Planning duty 2: Physical environment

	Target	Who	When	Outcome	Review
Short term	Make sure there is a SEND friendly space which allows for sensory needs to be met	SENCO, ELSA teachers	Term 2/3 2021	The school will have a fully accessibly calm room (zen den) and ELSA space within the library allowing for 2 separate areas specifically for SEND students but also for other pupils.	Term 5 2021/22
Medium term	To ensure that the Forest school area is accessible and safe for all students with SEND.	SENCO, Headteacher, Forest School Lead	Ongoing	The forest school area is safe for all SEND students and they know how to use it and are safe exploring/	Term 6 2022/23
Long term	Make sure all children, staff and visitors with physical disabilities can access school buildings	SENCO/ Headteacher/Outside contractors and specialists	Ongoing	School buildings are fully accessible for all students including those with disabilities.	Term 6 2022/23

Planning duty 3: Information & Communication

	Target	Who	When	Outcome	Review
Short term	To ensure all class teachers know where to find and how to access their own SEND students' information and reports from specialists.	SENCO	Term 2/3 2021	All class teachers know passwords for their own students reports and documents and can access whenever is needed. They understand how to get key access to locked SEND paperwork from SENCO.	Term 5 2021/22
Medium term	Written communication to be accessible to pupils and parents with visual and other impairments	SENCO, ICT support, Headteacher	Ongoing	Written communication is fully accessible to children and families with visual and other impairments. This can be requested by anyone and any written communication can be provided in a accessible way depending on the disability or impairment.	Term 2 2022/23
Long term	School website and information accessible to children, families and visitors with SEND	SENCO, Class Teachers, Subject leads, Headteacher, Admin, ICT support	Ongoing	Website has a video which is closed captioned explaining how to anyone can request fully accessible documents, policies and other information depending on their disability or impairment.	Term 2 2022

Last audit completed by Chair of Governors, Head teacher and SENCO: 25.11.21

Next audit due: 25.11.24