

# Dorrington Academy

## Accessibility plan



**Approved by:**

**Date:** September 2024

**Last reviewed on:**

September 2024

**Next review due by:**

September 2025

## Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Action plan .....	4
4. Monitoring arrangements.....	8
5. Links with other policies.....	8

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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 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

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.

### Vision Statement

- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their 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. Dorrington Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors.
- This Accessibility plan should be read alongside other Academy policies, including the SEN information report.

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 you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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

### Unicef links

Dorrington Academy is a Unicef Rights Respecting School. The following UN Convention on the Rights of the Child apply to this Accessibility Plan:

**Article 2** – The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, no matter what type of family they come from.

**Article 3** – All organisations concerned with children should work towards what is best for you.

**Article 12** – You have the right to say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account.

**Article 23** – If you have a disability, you should receive special care and support so that you can live a full and independent life.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

Aims:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of information to pupils with a disability

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
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AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• Outside agency support from Physical Difficulties Support Service and Occupational Therapy is sought where necessary to ensure all pupils have access to the curriculum which is adapted to their needs.</li> </ul>		<ul style="list-style-type: none"> <li>• To ensure that all new staff have the necessary training to enable them to support children with Special Educational Needs and Disabilities.</li> <li>• Quality first teaching in the first instance and to ensure that all teachers and teaching assistants are aware of a range of strategies that they can use to support pupils with SEND within their class and across their year groups.</li> <li>• To ensure that classrooms are autism friendly.</li> <li>• To offer specialist provision for children with complex SEND.</li> <li>• To provide personalized learning resources for children with SEND.</li> </ul>	<p>ECT training programme.</p> <p>Training for staff from the Communication and Autism team and School Nurse.</p> <p>Monitoring of lessons along with tailored training sessions led by the SENDCo for TAs and teachers. Resources and appropriate training courses provided to staff.</p> <p>SENDCo to complete an environmental audit and checklist of classrooms and liaise with the Communication and Autism Team.</p> <p>Use of the sensory bus, sensory room and intervention groups with an adapted curriculum.</p> <p>SENDCo to support staff with relevant resources alongside completed Send Support Provision Plans and EHCPs</p>	Headteacher, SLT and SENDCo	<p>Ongoing</p> <p>Autumn 2024</p> <p>Termly</p> <p>December 2024</p> <p>Ongoing</p> <p>Ongoing</p>

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps into the playground</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Accessible positioning of the buzzer at the main office gate</li> </ul>		To ensure that the overall school and classroom environment is accessible to all including those with Special Educational Needs and Disabilities.	<p>SENDCo/SLT to complete an environmental audit of the physical access to the environment including: parking, entrances, stairs and toilet facilities.</p> <p>Liaise with PDSS on how to ensure that the environment is suitable and inclusive to all.</p>	Headteacher, SLT, SENDCo and site staff	Spring 2025 and then ongoing

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Use of Flash Academy</li> <li>• Classroom resources labelled with a relating image</li> <li>• WellComm training for teaching assistants</li> </ul>		To ensure that there is an availability of written materials in alternative formats for both children and parents.	SENDCo to liaise with Computing Coordinator on ways to make resources and information accessible in a variety of languages for pupils and parents.	SENDCo, SLT, Computing lead	Ongoing
			To ensure that new pupils are provided with support for settling into the school with the use of visuals and key information cards. For example, dual language labels.	Investigate the use of Widgit software and Makaton training for staff.	SENDCo, SLT	Spring 2025
			To make sure that all pupils have access to information in a format that is adapted to their needs and ability.	Assess pupils' English proficiency when they enter the school using an EAL Proficiency continuum alongside the use of daily Flash Academy. SENDCo to support staff in adapting activities to suit the needs of all children.	SENDCo and Class teachers	Ongoing
			To signpost families to the SEN information report and gain feedback from pupils and parents on areas to improve.	Hold a coffee morning and regular workshops with the aid of Pupil and School Support to invite parents to participate in the review process.	Inclusion team and PSS	Spring/Summer 2025

## 4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be reviewed by the chair of governors.

It will be approved by the governing body.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Complaints procedure