



Together we Develop, Inspire, Succeed

Accessibility Plan 2024 – 2027

Approved by Resources Committee November 2024
Review by Resources Committee Due – November 2027

Accessibility Vision

Our Vision 'Together we Develop, Inspire, Succeed', runs through every aspect of our school, including our policies. As part of this, through our Accessibility Plan, we aim to work **together** as a team of staff and governors to:

- **Develop** our understanding of what Accessibility means, and how improved access can positively impact on anyone who visits or attends our school.
- **Inspire** staff, governors, and students to see that helping others gain greater access to learning, play and all other aspects of school life can be a deeply rewarding action.
- **Succeed** in delivering on our aims to improve access whenever possible by setting it as an important priority.

Safeguarding Statement

Nothing contained within this plan overrides the on-going commitment of the school to adhere to the safeguarding of children, vulnerable adults or members of staff. This plan should be read in conjunction with the main safeguarding policy. Safeguarding of children, vulnerable adults and members of staff is at the forefront of everything we do.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 has replaced all existing equality legislation, including the Disability Discrimination Act (DDA).

We follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Monitoring and Evaluation

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every three years, but may be reviewed and updated more frequently if necessary, by the Resources Committee, and Headteacher; and approved by the Governing Body. The monitoring and review process will be delegated to the Resources Committee.

The current plan is appended to this document: '*Accessibility Plan 2024 – 2027; Aims and Objectives*'

The school's Complaints Procedure covers the Accessibility Plan.

Purpose of the Plan

Dinglewell Infant School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. This culture is at the heart of Dinglewell and is strongly reflected through our school values of respect, responsibility, creativity, co-operation, care and honesty.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise any further school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

However, we will consult with experts throughout the year as and when necessary as new situations regarding pupils with disabilities are experienced.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions 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

These are reflected in the appended accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available on request from the main office

Access Audit

- **Storeys** - Dinglewell Infant School is a single-story building with no stairs or lifts. There are three Elliott classrooms, which can all be accessed via ramps and handrails.
- **Corridor Access** – there are only 2 main corridors that are accessible to the pupils, which although narrow are accessible for wheelchairs/walking frames.
- **General Access** – access to all central areas within the school e.g. school office, hall, library and Computing Suite are accessible through numerous entrances which are either flat or ramped.
- **Toilets** – the school has one easy access toilet, which includes a hoist and medical bed. This room is large enough to accommodate a wheelchair and carer and is accessible through a ramped or flat entrance. An emergency cord is fitted.
- **Parking Bays** – there is a dedicated disabled parking bay in the school car park with a ramp to access the main grounds.
- **Internal signage** – the school has internal emergency signage and escape routes are clearly marked, the assembly point is a suitable refuge area for wheelchair users.

Accessibility Plan 2024 - 2027

Aims and Objectives



Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Timescale
Increase access to the curriculum for pupils with a disability to ensure that Dinglewell Infant School is a fully inclusive school	The ethos and values of DIS is such that every effort is made to offer a differentiated curriculum for pupils of all abilities	Undertake an audit for pupils with SEND to see if further improvements could be made to the curriculum to better suit their needs.	- Arrange an audit to be completed by SENDCo and governors. - Provide an analysis of the outcome of the audit. - Review and implement any manageable improvements.	SENDCo and Resources Committee	Spring 2025 & on-going
	We use resources tailored to the needs of pupils who require support to access the curriculum			SENDCo and Resources Committee	Spring 2025
	- Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to make sure it meets the needs of all pupils			HT and SENDCo	On-going
	- We aim to ask about any disability or health condition in early communications with new parents and carers. - Annual review of PE curriculum			PE Lead and SENDCo	Annually

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Timescale
Improve and maintain access to the physical environment for ALL children in and around school	Annual inspection of the premises monitors the physical environment of the school and the extent to which all areas are accessible, including: • Ramps • Disabled parking bay • Disabled toilet and changing facilities • Corridor access • General access	• Undertake a maintenance walk around the school to check any areas where repairs are required to maintain access for all.	• Arrange for a maintenance walk to be undertaken. • Provide feedback on the outcome of the walk and establish a list of necessary repairs.	SBM, Site Manager and Resources Committee SBM, Resources Committee and Site Manager	Summer 2025 Summer/ Autumn 2025
Improve our understanding about what makes an Accessible school environment	Governors and staff are kept fully informed of changes to current legislation, and staff are actively supported when they show an interest in new ideas and philosophies that may help all students improve and gain better access to and an improved environment for their learning.	• To establish an accessibility champion within the school, who will be given the opportunity to seek CPD on access for all (such as colour contrast, the impact of good lighting etc) to raise the school's understanding about the future of school accessibility.	• Agree an accessibility champion. • Look for relevant CPD (whether this be courses, books or websites).	HT HT and Accessibility Champion	Spring 2025 Ongoing
Improve the legibility of all documentation being sent to parents / students.	All policies and documents made available by the school are checked by at least one other member of staff or governor before being issued to families.	• To undertake a review of the best possible fonts and font sizes on documents (newsletters, policies etc) that are available to all people associated with the school, including staff, governors and parents.	• Agree an appropriate font and font size to be used whenever possible. • Reassign the appropriate font to documents as and when they are being reviewed.	HT, DHT, and SENDCo HT, DHT and SBM	Spring 2025 Ongoing