

Accessibility plan



Approved by:

Date:

Last reviewed on: 29.9.21

Next review due by: 29.9.24

1. Aims

In meeting the obligations required under the Equality Act 2010, schools are required to have an accessibility plan. The purpose of the plan is to:

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

At DVIS our vision is for ALL children to flourish with God, in life learning and love. Our school values are love, kindness, faithfulness, self-control and joy. This guiding vision and values underpin the priorities we seek to address within this plan. Equity in learning is key to the role we play in the children's lives and our school strives to treat all its pupils fairly and with respect by ensuring access and opportunities for all and challenging and addressing all discrimination.

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.

The school is supported by a range of partnerships to develop and implement the plan, including the Southwark Diocese Board of Education and Southwark Local Authority and will work with these partners and others as appropriate, to enable the plan to be a positive and proactive one.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Current Barrier	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum and after school enrichment clubs before and after school for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum e.g. sensory resources, specific seating, sound field systems.	Current ICT hardware not always appropriate or accessible for pupils with disabilities	To ensure that all pupils have access to appropriate ICT hardware for their needs	To either purchase suitable hardware e.g. keyboards or use the services of CENMAC	H Poyton / SENDCO	When required
	Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	Limited Teacher & TA expertise	To ensure school staff all have access to training relevant to the needs of those children in class.	Audit needs of children and staff expertise: Internal training External support online course or in person training e.g. SALT, OT	SENDCO	When required
	The curriculum is reviewed to ensure it meets the needs of all pupils. Attendance at enrichment clubs is monitored carefully to ensure all who choose to, can access	Some school trips may not always be accessible for pupils with disabilities e.g. due to travel options or destination.	Ensure that consideration has been given to pupils with disabilities and that provision is made	Speak to setting for trip prior to booking to ensure all pupils can access it, To plan school trips to include all pupils	Class teacher SENDCO	When planning all school trips

	<p>them</p> <p>The school celebrates Neurodiversity Week focusing on the amazing differences and approaches we have to learning and life.</p>		<p>to include those pupils.</p>	<p>wherever possible and make provision to allow access to relevant facilities once there.</p> <p>Risk assessments carried out for each trip should include all considerations</p>		
		<p>Pupils with disabilities who may find elements of PE difficult</p>	<p>To ensure that all children have equal access to PE provision</p>	<p>Include information in PE policy and update when relevant</p> <p>Children with disabilities to attend SEN Sports Festival</p>	<p>Class teacher</p> <p>SENDCO</p> <p>LPESN</p>	<p>Have regard to all children when planning PE on a weekly basis</p>
		<p>Availability of written materials in alternative formats</p>	<p>To ensure that all parents and carers are able to access all available information</p>	<p>Inform parents via the website, that alternative texts can be provided on request – e.g. modified enlarged print or braille</p>	<p>Office staff</p> <p>Class teacher</p>	<p>When requested</p>
		<p>Calm and sensory spaces used for multiple purposes in school, making reliable use of the space difficult.</p>	<p>Timetable spaces where at all possible to ensure that part of the school day is dedicated to those with sensory needs.</p>	<p>Audit times of day that are particularly difficult for those with needs. Create timetable and publish for staff.</p>	<p>SENDCO</p>	<p>Start of each term</p>
<p>Improve and</p>	<p>The environment is adapted to</p>	<p>Reception garden</p>	<p>To enable pupils to</p>	<p>To ensure that</p>	<p>Class teacher</p>	<p>When appropriate</p>

maintain access to the physical environment	<p>the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled toilets and changing facilities • Shelves and resources at wheelchair-accessible height • Hand rails for support • Spaces for sensory time <p>Steps painted to show step definition</p>	<p>includes bark and stone surfacing - would cause problems with wheelchair users.</p> <p>Y1 garden – steps – not wheelchair accessible</p>	<p>have reasonable access to play areas-some support may be required</p>	<p>support is made available when relevant</p> <p>Y1 garden and the back of playground to be adapted in the long term</p>	SENDCO	
		<p>Reception – No step free access to outside area from Riley Class,</p>	<p>To ensure access to outside is made safe and easily accessible</p> <p>To ensure children with profound physical disabilities are prioritised to access rooms with slopes accessing outside space.</p>	<p>Ensure Reception children in wheelchairs are in Lowry or Matisse which is accessible.</p> <p>In Year 1 – Kandinsky has step free access</p>	<p>Class teacher</p> <p>SENDCO</p>	When appropriate
		<p>Both playground doors to the hall include steps</p>	<p>To enable access to the hall from playground</p>	<p>Create a ramp from the lower step</p>	All Staff	When relevant
		<p>Disabled Toilet in Francis is used as First Aid Room and not a toilet</p>	<p>To ensure pupils with disabilities have access to the toilet when needed.</p>	<p>System to be put in place to ensure any child with disabilities who could not access the general toilets can use this privately.</p>	<p>SENDCO</p> <p>Facilities Manager</p>	When required
		<p>Security buttons and swipe card may be too</p>	<p>To ensure that all adults can use</p>	<p>A dual fob system to be sourced and</p>	<p>SBM</p> <p>Facilities</p>	<p>Dec 2021</p> <p>Fob release or</p>

		high for wheelchair users	entrance security independently	costed.	Manager	Lower key pad to be added in addition to higher level push button.
		Some adventure equipment might be inaccessible without support	To ensure that all pupils have access to adventure playground equip. where appropriate	To develop provision to enable those all children including those who have need for lower/non stepped equipment, fair access, To research resources that are easily accessible for all children. Does this resolve the issue? Do we need a range of equipment, some of which is accessible to all?	Class teacher SENDCO	Summer 2022 with support of PTFA
		Some furniture may block wheelchair access	To ensure that all pupils are able to move independently around their classroom wherever possible.	To move furniture so that wheelchair access is possible	Class teacher Facilities Manager	When required
		The grass area of the meadow is not wheelchair accessible – it is raised and not step free.	To enable access to the meadow by all children.	To include ramp access by the lowered step (road side)	Headteacher Facilities Manager	When required

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Offer of copying or translating materials. • Sound field system for those with hearing loss 	<p>The school does not have an induction loop or Braille signs</p>	<p>To ensure any pupils with SEND have the communication resources prepared for them when necessary.</p>	<p>Resources created when needed.</p>	<p>SENDCO</p>	<p>When required</p>
<p>Increase resources within the setting to reflect the rich cultural heritage reflected within the school community.</p>	<p>Resources in class are growing in diversity for example in resources used, books, toys, games and role play artifacts.</p>	<p>Funding is limited so school relies on support from PTFA and also donations from the parent community.</p>	<p>To audit resource within the school To ensure resources reflect the families in school.</p>	<p>Audit diverse resources within class. Research best resources on offer for early years' settings. Budget with PTFA for new resources.</p>	<p>H Poyton</p>	<p>September 2022</p>
<p>School trips to reflect the cultural diversity of the school community.</p>	<p>The curriculum has been developed to ensure resources and aspects of the curriculum for example in the history curriculum reflect a more diverse range of heritages.</p>	<p>Access to these more culturally diverse experiences and places of learning might be limited.</p>	<p>To offer a range of experiences both inside and outside of school that reflect the families and communities within school.</p>	<p>Meet with school team to audit trips currently taken. Subject leaders to investigate places to visit related to their subject that cover a wider cultural perspective.</p>	<p>H Poyton</p>	<p>December 2022</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Learning and Inclusion Committee.

5. Links with other policies

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

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