Ditton Lodge Primary School Accessibility plan

Approved by:	Full Governing Body	Date: 6th December 2022
Last reviewed on:		
Next review due by:	December 2025	

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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 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

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.

The Ditton Lodge curriculum is designed to help everyone to have the knowledge they need to thrive and flourish in our 21st century global community. Throughout our curriculum the children will:

Have a sense of belonging
Be ambitious to succeed
Continue on a learning journey
Experience the world beyond Ditton Lodge

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. The objectives of Ditton Lodge Primary School, as part of Unity Schools Partnership are:

- To promote spiritual, moral, social and cultural development through all aspects of life at our schools, both inside and outside the classroom. We aim to meet this objective with particular reference to issues of equality and diversity.

- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.

- To move beyond and develop a culture of growth mindsets, avoiding labelling of learners based purely on a notion of fixed levels of ability.

- To model teaching and learning behaviours that avoid labelling.

- To narrow the gap between boys' and girls' and disadvantaged pupils and other pupils.

- *To promote cultural development and understanding through a rich range of experiences, both in and beyond the school through our curriculum.*

- *To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010 with particular focus on homophobic bullying and prejudice.*

- *To tackle prejudice and promote understanding in relation to people with disabilities.*

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 pupils, 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 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 disabled pupil faces in comparison with non-disabled pupils. 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.

1. Improving access to the curriculum					
AIM	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING	FINANCES, RESOURCES and TRAINING
Annual review of curriculum to ensure needs of students are matched by curriculum and staffing - Amended curriculum 2022 -CUSP Curriculum White Rose Maths Sounds Write Phonics	Headteacher Curriculum coordinator SENDCo Maths and English Subject Leads	Annually	All children are making expected progress or achieving individual targets	Data collection scrutiny Termly Pupil progress meetings termly Action plans completed by class teachers half termly Data accessible to subject and key stage leads	PIXL Assessments EYFS tracker
Multi Agency Referral forms actioned for all students identified as being at risk	DSL	As necessary	No students currently at risk.	Safeguarding update weekly at SLT meetings Use chronology sheets (CPOMS) for individual pupils so patterns over time can be identified File safeguarding records alphabetically by surname so patterns across family groups can be identified	Safeguarding training every two years Annual updates for safeguarding training delivered by the DSL (Trainer 4 trainer in school)

1. Improving access to the curriculum					
AIM	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING	FINANCES, RESOURCES and TRAINING
Children with identified needs have access to resources to support learning - Pre/Post teaching - EEF interventions	SENDCo	As necessary	All children who have additional needs have access to extra resources	By SLT	
All children with an EHCP to be assessed for SATs Access arrangements	Year 6 class teacher/s SENDCo	Apply by March 2023	All children are able to access Year 6 SATs	Extra TA readers used for the test Use of planned breaks/additional time	

2. Improving access to the physical environment					
AIM	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING	FINANCES, RESOURCES and TRAINING
To ensure all children/staff and visitors can safely access all areas of the school	Sheena Datson	As necessary	All children, staff and visitors can access the whole site	Monitor weekly for damage

Fix damages where they have been found

Ensure areas are cordoned off when under construction

Staff to report any damages they find as soon as possible | |
| Ramps and lifts available at relevant points to ensure all parts of the site are accessible | Head teacher Sheena Datson | Ongoing | All ramps/lifts are kept clear and in good order to ensure access to all areas of the school | Regular checks by the caretaker to ensure lift and ramps are in working order | Cost of repair where necessary |
| Fire emergency evacuation plan in place Risk assessments in place for individual pupils with disabilities | Headteacher

Class teachers

Admin team | Ongoing | All emergency evacuation systems are in place | Weekly checks of fire alarms Annual review of fire emergency - shared with staff and in the induction Termly fire alarms | Time to carry out checks

Costs of repairs where necessary |

2. Improving access to the physical environment					
AIM	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING	FINANCES, RESOURCES and TRAINING
Classrooms optimally organised for disabled children/staff and pregnant staff	Class teachers	Ongoing	Classroom environments adapted/arranged as needed Risk assessments in place for pregnant staff	Risk assessments written Class teachers to modify classroom layout when necessary	Time to write risk assessments
School environment reviewed to ensure it is accessible for all	Headteacher Senior Leadership Team	Annual Check	School environment physically accessible to all	Monitor this annually and if new staff/children join with a specific accessibility requirement	Time to carry out check

3. Improving provision of information					
AIM	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING	FINANCES, RESOURCES and TRAINING
Ensure communications from the school are clear, simple and regular - Written - Verbal - EAL	Headteacher School Leadership Team	Ongoing	The website is accessible for all and compliant with the Ofsted criteria Communications home are clear and frequent Google Classroom/Twitter/ Parentmail	Termly checks and regular updates given for the website Google classroom updates to inform parents of key information Parentmail used to send communications where possible Forthcoming events communicated to parents.	Time, Parentmail, Google classroom Twitter

4. Actively promoting gender equality throughout the school					
AIM	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING	FINANCES, RESOURCES and TRAINING
Promote gender equality through education and displays around the school	All staff	Ongoing	Balance of work from different genders on display	Regular updates of displays Learning walks	Time for learning walks, display resources

4. Actively promoting gender equality throughout the school					
AIM	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING	FINANCES, RESOURCES and TRAINING
Actively challenge traditional gender stereotypes through education and positive role models	All staff	Ongoing	Children will aspire to a range of jobs/professions	Monitoring planning Visitors invited in to assemblies Careful choice of people to study to inspire boys and girls Monitor attainment and progress of boys and girls - book looks, pupil perceptions	Time to do monitoring tasks, visitors for assemblies, resources to help promote different aspirations e.g. role play, books, video clips, etc

5. Actively promoting race equality throughout the school					
AIM	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING	FINANCES, RESOURCES and TRAINING
Promote race equality through education and displays.	All staff	Ongoing	Balance of work from different races on display	Regular updates of displays Learning walks	Time for learning walks, display resources

5. Actively promoting race equality throughout the school					
AIM	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING	FINANCES, RESOURCES and TRAINING
Promote children's knowledge/awareness of a range of cultures	All staff	Ongoing	Children will be knowledgeable and accepting of a range of different cultures	Visits/visitors Theme days Monitor RE/PSHE curriculum on long term plans Assemblies	Time to do monitoring tasks, visitors for assemblies, curriculum resources

6. Ensure disadvantaged pupils have equal access to the curriculum and extra curricular clubs.					
AIM	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING	FINANCES, RESOURCES and TRAINING
Provide support for disadvantaged pupils to attend school trips	Admin team Class teachers	Ongoing	Children in receipt of pupil premium funding have opportunities to attend school visits	Details given on trip letters.	Supplement for costs of trips

6.	Ensure disadvantaged pupils have equal access to the curriculum and extra curricular clubs.				
AIM	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	MONITORING	FINANCES, RESOURCES and TRAINING
Encourage/promote extracurricular activities for disadvantaged children - Lunchtime Clubs implemented	Head teacher Admin team	Ongoing	Children in receipt of pupil premium funding to attend extracurricular activities	Use of free clubs during school hours Supplement cost of clubs outside of school hours Provide equipment required for extra-curricular activities Promote families completing the pupil premium funding forms	Cost of activities, equipment

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 local Governing Body.

5. Links with other policies

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

> Health and safety policy

> Equality in Employment guidance

> Equality in Employment Policy

> Special educational needs (SEND) policy