


<p>Decoy Primary School Accessibility Plan 2019-2022</p>	
<p>DATE OF ADOPTION: November 2019</p>	
<p>DATE OF NEXT REVIEW: October 2022</p>	
<p>TO BE REVIEWED BY: Learning and Wellbeing Committee</p>	

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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.

At Decoy Primary School we are committed to establishing equality for all pupils, parents, staff and other members of the school community. This is reflected in our school aims, which include:

- Decoy Primary School aims to provide a happy and stimulating learning environment which promotes curiosity, creativity, enjoyment and interest in all aspects of learning.
- Decoy Primary School aims to provide high quality education suitable for the needs of each child using a wide range of teaching methods and experiences.
- Decoy Primary School aims to provide a personal and social education which will encourage children to become independent, confident, self-disciplined and courteous.
- Decoy Primary School aims to create a school environment which is welcoming, visually inviting, and which is safe and secure for **all** members of the school community.

In drawing up and reviewing this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

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

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

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, this procedure sets out the process for raising these concerns.

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 1: Improving Access to the Curriculum						
Objectives	Current good practice	Actions to be taken	Lead	Resources	Time	Success criteria
Continue to develop inclusive, quality first teaching across the school	A cycle of monitoring identifies areas for development for individuals, groups of teachers and whole staff. This informs future CPD and support structures. Know Your Class and IEP paperwork ensures that SENDCo is aware of the quality first teaching strategies being used to ensure all pupils can access the curriculum.	Ongoing professional development and support for teachers on differentiating and personalising the curriculum for pupils with additional needs, as directed by SLT	SENDCo Dyslexia Specialist Teacher SLT	Staff Meetings	Ongoing	Increased access to the curriculum for pupils with additional needs. Needs of all learners met within reasonable adjustments and effective differentiation. Pupil data shows that all pupils make good progress.
Continue to develop as an 'Autism-friendly' school	All teachers and teaching assistants have recently completed Module 1: ASD Awareness training as well as training on writing Social Narratives. ASD working party created to share skills and best practice. Group interventions address sensory needs as well as social skills	Training and advice from SENDCo for all staff Rob Good (C&I Team) Training Parent ASD Workshops Pastoral support for ASD parents Sharing best practice (Staff skill set) Your Voice council	SENDCO	Staff Meetings CPD Costs	Ongoing but particular focus 2019-20	Appropriate access to the curriculum for pupils with autism.

Continue to develop as an 'Dyslexia-friendly' school	All staff have received Dyslexia training to ensure teachers are using Dyslexia-friendly strategies on a daily basis. Further training for Teaching Assistants on interventions for Specific Literacy Difficulties. Literacy Coordinator completing PG Cert in SpLD (dyslexia) with AMBDA	See Literacy Plan for year	Dyslexia Specialist Teacher SENDCo	Staff Meetings Assessment materials DST time	Ongoing but particular focus for 2019-20	Pupils are identified and strategies implemented across the school through quality first teaching and targeted interventions
Continue to develop as a 'Total Communication-friendly' school	All classrooms using the same visuals, such as visual timetables, now and next boards, Incredible 5 Point Scale, Behaviour cues. The whole school is using Widgit symbols to ensure consistency. Staff starting to use Widgit Online to support whole classes, groups and individuals.	Training and advice from SENDCo for all staff Rose Brooks (C&I Team) Training Parent SLCN Workshops Sharing best practice (Staff skill set) Your Voice council	SENDCo SLCN Champion	Consistent visuals across school Widgit	Ongoing but particular focus for 2019-20	All classrooms to be 'Total Communication-friendly' and for there to be consistency across the school with relevance to age and stage.
Parental and pupil voice	Parents are invited to complete school questionnaires, feedback on reports, Parents' Evenings. School Council Pupil Views feed into IEPs.	Questionnaire / consultation with parents of pupils with SEND. Feedback during IEP Meetings. DIAS Training for parents and staff around effective meetings and feedback.	SENDCo	SENDCo time Staff Meeting time	Summer 2020	Feedback used to inform future priorities and school improvement.
Audit access to extra-curricular activities including	Previous audit analysed how many Pupil Premium children were accessing extra-curricular activities	Questionnaires completed and analysed regarding pupils with SEND's participation in extra -	PE Coordinator	Subject leader time	Annually to tie in with analysis	Audit completed and action taken to ensure that participation in extra-curricular activities for pupils

residential, trips and BASC	and responded to accordingly. Arrangements made so that all children can access residential, trips and BASC.	curricular activities. Respond to the audit accordingly.			for PE Sports Grant	with SEND is in line with peers.
Support of children's mental health	Full time pastoral teaching assistant offering STAR support. School counsellor up to July 2019. Access to Early Help support sought through the TAF process.	Young Devon Wellbeing Practitioner STAR Support Early Help Splitz Training Vulnerable Children Meetings	Head, Deputy and SENDCo	Pastoral Teaching Assistant SLT time to attend Early Help Updates	Ongoing	Mental health of targeted children is managed effectively and/or improves through direct intervention with child and/or their family which, in turn, improves access to the curriculum and progress.

AIM 2: Improving Access to the Physical Environment

Objectives	Current good practice	Actions to be taken	Lead	Resources	Time	Success criteria
Appropriate use of specialised equipment to benefit individual pupils & staff	Handrails and ramps Outside space and gym equipment used for sensory development. Ear defenders and use of colour for display to minimize sensory overload	Purchase specialised equipment where needed for individuals e.g. wobble cushions, ear defenders Purchase sensory equipment to support work around sensory integration Provide specialist play equipment	SENDCo	PTA funding	Ongoing	Children who need specialised equipment have access to them. A central supply of sensory equipment which can be accessed by the SEND team.
Improvements to aid those with a visual	Text enlargement, modified papers	Maintenance of external steps highlighted in yellow / non-slip paint	SBM	Repairs and Maintenance	Spring 2019	Hazards highlighted to increase safety for visually impaired Areas monitored

impairment						and maintained
Access into all areas of the school to be fully compliant	Ramps and handrails All areas of primary school building accessible	Consultation with NPS around access to Nursery building	SBM	Repairs and Maintenance/Capital		Main entrances and buildings are fully accessible
Improve signage to indicate access routes around school	Signs in place around school	Signs from Deer Park Road onwards to indicate disabled parking bays and wheelchair friendly routes around school. Provide access plan of building in reception area for visitors to school	SBM	Repairs and Maintenance	Summer 2019	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school.
Improve the quality of provision for children with specific Social, Emotional and Mental Health needs	Display changed to avoid issues around hypersensitivity Den and development of outdoor area	Explore relocating Lunch Club base to room from the hall with interconnecting access to the new Library. Increase and develop number of tranquil spaces/sensory areas within school for pupils with additional needs e.g. The Den, Outdoor Learning Area, Kitchen Garden, Safe spaces	Headteacher	PTA Funding Grants Capital Funding Local Projects e.g. NAC	ongoing	Children with specific SEMH needs have easy access to a safe/calm/sensory appropriate area
Review provision for pupils with limited mobility	Handrails in place at steps leading to Elite building	To book Occupational Therapy environment check annually to review and update provision	SENDCo	Repairs and improvements	Autumn 2020	All areas accessible with ease

e.g. handrails		according to need.				
Provision of wheelchair accessible toilets with changing facilities	Accessible but shabby	To upgrade disabled toilet provision in Maintain a wheelchair accessible toilet.	Headteacher	Repairs and Maintenance	2020 - 2021	Redecoration programme completed and disabled toilet is a pleasant room to use.
Safe access around exterior of school	Pathway to top playground and onto field but narrow and overgrown at different times throughout the year	Widen pathways to key areas such as the Kitchen Garden and Top Playground that pathways are kept clear of vegetation and other trip hazards.	Headteacher	Repairs and Maintenance	2020	Pathways are wheelchair accessible
Disabled parking	At front of school by main entrance	Ensure disabled parking spaces are always available for those parents and pupils	Headteacher	Repairs and Maintenance	ongoing	Space available

AIM 3: Improving Communication and Access to Information for Pupils and Parents/Carers

Objectives	Current good practice	Actions to be taken	Lead	Resources	Time	Success criteria
Availability of written material in alternative formats for pupils.	Visual stress screening and recommendations for Visual Stress Assessments. Coloured overlays and Enlarged texts.	Buff exercise books to be purchased for children with Specific Literacy Difficulties. Continued CPD to ensure	Dyslexia Specialist Teacher SENDCo	Exercise books Coloured Overlays	By Summer 2020	All children are able to access written material. All staff to be aware of the different ways children can access written material.

	Communicate Inprint and Widgit symbols used across the school.	awareness and consistency across the school. Widgit training for all staff.				
Improvements to the environment to help those with hearing difficulties.	Advice sought by Hearing Impairment Advisors.	Obtain quotes and identify possible funding. Hearing loop fitted in front reception? Sound absorbers fitted in the hall and classrooms with high ceilings.	SENDCo Headteacher	Hearing loop Sound Absorbers	By Summer 2021	All members of the school community to feel comfortable learning and communicating in all areas of the school.
Improvements to the environment to help those with visual difficulties and sensory needs.	Classrooms and displays have been adapted in response to research on colours in the environment & the impact on children with additional needs, e.g. ASD, Visual Impairments.	Continue to respond to advice on colours in the environment & the impact on children with additional needs, e.g. ASD, Visual Impairments. Draw up a redecoration programme. Seeking grants and capital strategy team advice and support.	SENDCo Headteacher	Redecoration	By Summer 2020	All members of the school community to feel comfortable learning and communicating in all areas of the school.
Availability of written material in alternative formats for parents/carers	SENDCo providing some face to face meetings for parents who need support with paperwork. EMA service used to provide translation of written material where needed.	All staff and parents aware of services available for requesting information in alternative formats. Avoiding excessive jargon. Awareness of formal paperwork being inaccessible to parents and offering face to face meetings to go through it.	SENDCo	Cost of translation / adaptation of written material.	By Summer 2020	All parents/carers are able to access written material. All parents/carers know from where they can request additional support with accessing written material.

		Links on school website to direct parents to support. Seek advice from DIAS.				
Provide opportunities for alternative means of communication for parents	<p>SENDCo providing face to face meetings for parents who need additional support.</p> <p>Interpreters used where parents communicate using sign language.</p> <p>EMA service used to provide translators where needed.</p> <p>Parentmail used to communicate with parents, make payments and report absences.</p>	<p>Staff to be aware of parents who need alternative means of communication, e.g. signing, braille, not over the phone.</p> <p>Training for See Saw App</p> <p>Links on school website to direct parents to support.</p>	SENDCo Headteacher	Interpreters Translators See Saw	By Summer 2020	<p>All parents/carers are able to easily communicate with school.</p> <p>All parents/carers know from where they can request additional support to communicate with school.</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 Governing Body (Learning and Wellbeing Committee).

5. Links with other policies

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

- Risk Assessments
- Health and Safety policy
- Equality Information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) Information Report
- Special Educational Needs and Disabilities policy
- Supporting pupils with medical conditions policy
- SEND Local Offer
- Safeguarding policy and arrangements
- Staff-related policies, e.g. risk assessments, Return to Work
- Premises documents
- *Children with health care needs who cannot attend school policy*

This plan itself will also be used to advise and inform other school planning documents and policies.

Appendix 1: Reasonable adjustments in the classroom: A check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teaching staff may find useful in thinking of a range of adjustments they might need to make to ensure all pupils are able to access learning and the environment.

1. Pre-planning information.

- Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?
- Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?
- If you don't know how the disabled pupil's needs will/can be met seek advice from SENDCO, previous teacher, team leader, head teacher or from other agencies such as Educational Psychologists, Advisory Teachers or Health Professionals.

2. What preparation have you made with the class/ group for:

- one to one peer support
- collaborative learning
- group work
- valuing difference of race, gender, ethnicity, disability or religion
- How do you ensure that mutual respect is encouraged within your classroom?
- Are you clear about how to deal with bullying and harassment in the class?

3. Lesson planning: how will you support the needs of all learners?

Consider:

- timing
- variation of activities
- types of activities [concrete/abstract]
- reinforcement of key ideas
- extension work
- recall of previous work
- links to future work
- clear instructions

- Will the content of the lesson engage all pupils from the beginning?
- Will there be sufficient variation in activities and pace to engage all?
- Are you able to access specially adapted equipment for some pupils to enable them to participate fully? If not, can an alternative way be found?
- Will the diversified and differentiated work allow all pupils to experience success at their optimum level?

4. What teaching strategies and approaches are you going to use?

- Use of photos, mind maps, maps and diagrams, pictures, film clips, working walls.
- Use of movement, role play, story-telling, talk, artefacts, visitors, use of the environment, effective questions, problem solving, clear sequencing, music, singing

5. Prepared materials

- Are written materials accessible to all: formats; readability; length; content?
- Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word banks, number lines, etc., are they accessible to all?
- Appropriate use of augmented communication and IT?

6. Self-presentation

- Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?
- Are all the pupils aware that you might approach the behaviour of some children in a different manner to the rest of the class?
- How will you use your voice in the lesson, e.g. volume, tone, and make sure all children are understanding you?
- Where will you position yourself in the classroom and when?

7. Use of support staff

- Have you met with or at least communicated with support staff before the lesson?
- How are you going to use other adult support in the lesson? Does their use allow all children to be equally included in the class activities?
- If you are using support staff for targeted teaching, how do you know the pupils are gaining from this?

- If you are using targeted teaching/intervention, how are the groups organised?

8. Classroom organization

Is seating carefully planned and/or the activity accessible for pupils with:

- mobility impairments e.g. circulation space, table height
- hearing impairments e.g. sight line for lip reading/ interpreter/ no glare
- visually impaired e.g. maximise residual sight, if touch can reach
- pupils with challenging behaviour e.g. in adult gaze; at front for eye contact
- pupils with short attention span/easily distracted, e.g. sit on own workstation
- learning difficulties who need a lot of support, e.g. next to peer support
- short attention span, e.g. distraction-free zone

- What seating plans are you using and why?
- Will seating plans/classroom layout make use of peer support and how?

9. How will you organise and group pupils in lessons?

- Friendship groupings?
- Mixed sex/same sex groupings?
- Mixed ability/similar ability groupings?
- Specific pairs of pupils working together, e.g. stronger reader/weaker reader?

10. How will you deal with unexpected incidents?

- Are you aware of the systems for dealing with unexpected incidents, e.g. evacuation, fainting or fits, incontinence, medical emergencies?

11. How will you ensure that all students feel equally valued through their experiences of:

- the allocation of teacher and support staff time;
- being listened to/ paid attention to;
- being respected;

- achieving;
- interacting with their peers.

12. How will you assess the outcomes?

- Do you have an approach for assessing the achievements of all?
- Have you looked at alternative forms of assessment e.g. video recording progress, peer evaluation, self-evaluation?
- How will you involve pupils in assessing their progress?

