

# The Learning for Life Partnership



## Daven Primary School

### Accessibility Plan

Written September 2020

Review Date September 2023

# Accessibility Plan 2020-2021

## Introduction

We have a duty under the Road Traffic Act 1991, the Fire Safety Regulatory Reform Order 2005 and the Disability Discrimination Act 1995 and 2005 to provide adequate access for disabled people.

We believe we have worked hard at making the entrances and exits accessible for disabled people. We are always looking at ways of improvement and we acknowledge that under the Disability Discrimination Act 1995 and 2005 we are required to make reasonable adjustments to the building to improve access for disabled people.

The Special Educational Needs Disability Act defines disability as people who have any of the following:

- Physical disability
- Sensory impairment, such as visual and hearing
- Mental health problems
- Chronic illness such as asthma, epilepsy and diabetes
- Medical conditions
- Asperger's Syndrome/Autism Spectrum Disorder
- Special learning difficulties
- Any other conditions which affect people's ability to study

We aim to provide access to our buildings, facilities and curriculum for all those who wish to access them. We are committed to improving access within the limitation of the physical structure of the buildings and other resources.

## 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 Daven Primary School:

- Children are happy and excited by their learning
- Children succeed in a safe and welcoming inclusive environment
- Children develop aspirations for their present and their future
- Because children, parents, staff and governors all have a voice and work together as a supportive team to nurture our children and to inspire them to achieve their goals

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.

- <https://www.cheshireeast.gov.uk/livewell/livewell.aspx>

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 pupils, parents, staff and Governors of the school.

### 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.

### Action plan

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

Aim	Current Practice	Actions to be Taken	Completion Date	Success Criteria
Increase access to the curriculum 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. 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. The curriculum is reviewed to ensure it meets the needs of all pupils.	None		
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	Ramp up to mobile classroom needs assessing.  Pull cord in disabled toilet	Spring 2021  October 2020	
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Coloured overlays</li> <li>• A range of computing resources</li> </ul>	None		

**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 Advisory Board and by the Headteacher.

**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
- Supporting pupils with medical conditions policy

Feature	Description	Actions to be Taken	Person(s) Responsible	Completion Date
Number of storeys	Single storey building.	None		
Corridor access	Double fire doors from front Reception area Wide corridors Ramp in floor by Hall Enclosed storage cupboards Small step, single door into KS2 toilets / Y6 entrance, Y4, 5, 6 classrooms, Hall Double doors to Peace Garden, KS1 & KS2 entrances (with anti-slip mats) Wide door to disable toilet Single doors to Y1, Y2, Y3 classrooms, Rainbow Room, Meeting room, PPA room 2x single door to EY entrance (with anti-slip mats)	None None None Doors to remain closed Consider ramps to negate step None None None None	Teachers Site Maintenance	Ongoing TBC
Parking bays	16 Parking bays <i>plus</i> 1 Disabled bay	None		
Entrances	<b>Main school entrance</b> Double interior doors - buzzer / key code entry, raised button exit Double exterior doors - key entry / exit <b>Reception to corridor entrance</b> Key fob entry / raised bell or push button exit <b>EY entrance</b> 2x single doors - turn lock exit, key entry <b>KS 1 entrance</b> Double interior doors - key chain and double exterior doors - push pad exit / key entry - small step <b>KS 2 entrance</b> Double exterior doors - push pad exit / key entry - small step <b>Y6 entrance</b> Single key exit and entry door <b>Peace Garden</b> Double key exit and entry doors <b>Mobile classroom entrance</b> Ramp or Steps up to a single key entry and exit door <b>Hall to playground entrance</b> Push bar exit, no entry <b>Kitchen to playground entrance</b> Key entry and exit	None None None Consider ramp to negate step Consider ramp to negate step None None Ramp requires repair to allow for use None None	Site Maintenance Site Maintenance Site Maintenance	TBC TBC Spring 2020
Ramps	Small ramp to main entrance Small ramp in in corridor outside school Hall Ramp to KS2 playground Ramp from KS1 to KS2 playgrounds Ramp from school gate to Ks1 & 2 pick-up area Ramp from hall to KS1 playground	None None None None None None		
Toilets	<b>KS 1 toilets</b> Girls & boys - 2 cubicles - no disabled facilities <b>KS 2 toilets</b> Girls - 5 cubicles, no disabled facilities / Boys - 1 urinal trough and 3 cubicles - no disabled facilities <b>Disabled toilet</b> - fully disabled friendly <b>Adult toilet 1</b> - 2 cubicles - no disabled facilities <b>Adult toilet 2</b> - 1 cubicle - no disabled facilities	None None None None None		
Reception area	Double door entry with ramp Disabled friendly low reception counter Door lock can all be controlled by receptionist	None		
Internal signage	Toilets clearly marked Staff room clearly marked Fire exits clearly marked	None		
Emergency escape routes	Fire escape route clearly indicated with words / arrows	None		

