



# **Dowson Primary Academy**

## **ACCESSIBILITY PLAN**

October 2022

### **Review Cycle: 3 Years**

Date Agreed by Local Governing Body:

Signed Principal:

Signed Chair of Governing Body

Jenny Garside and Kat Thornburn

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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 Vision and Values Statement for school states that children will:

- Journey an individual and personalised path that means achievement for all.
- Celebrate their individuality and uniqueness, be encouraged to find their voice, develop a strong sense of self, be confident in their autonomy.
- Be nurtured to thrive, receiving great care and support to overcome any barriers to learning and progress that they may face during their journey through 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.

The Enquire Learning Trust's Equality plan, states that: "The duty is an anticipatory and continuing one that The Trust owes to all pupils with disabilities whether identified or not, and to those pupils who will be attending in the future. Our academies will seek relevant information regarding newly placed pupils to ensure as far as possible that their needs are anticipated under this Act. We will ensure that we work closely with professionals, parents and carers as appropriate to identify the challenges presented to us by new pupils under this Act." It also states: " We expect all staff of the Trust and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this."

The Enquire Learning Trust 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 staff and Governors and, where appropriate, parents and pupils.

## 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.

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To improve pupils' understanding of disability so they value individuality</p> <p>To improve and support the staff's understanding of ways to increase access to the curriculum for children with disabilities</p>	<p>Curriculum resources include examples of people with disabilities.</p> <p>Circle Time specifically addressing the disabilities of children in classrooms with their peers</p> <p>Purchasing of further resources for specific disabilities to support better access to the curriculum</p> <p>PDM on the above actions</p>	<p>All teachers</p> <p>MB/MA/JG/LS</p> <p>Class teachers where appropriate</p> <p>JG / KT</p> <p>JG</p>	<p>July 2019</p> <p>Ongoing</p> <p>Ongoing</p> <p>Jan 2018</p>	<p>Increase in visual presence of resources which include people with disabilities as well as race / gender etc</p> <p>Reduction in the need for these specific circlet times in the upper years because of the work lower down in school</p> <p>All children with disabilities will have range of resources to ensure full access to the curriculum.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor and door widths</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Induction loop in FSU building</li> <li>• Administering medicine</li> </ul>	<p>To improve toilet and changing facilities for consistency in all three buildings</p>	<p>Provide changing facilities for Lower and Upper School buildings</p> <p>Plan and gain quotes for adapting to a disabled toilet in Lower School building.</p>	<p>JG</p> <p>KT / NH /JR</p>	<p>Dec 2018</p> <p>Dec 2019</p>	<p>All children will have access to adequate lavatory facilities</p>
<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.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources – where necessary</li> <li>• Induction loops – FSU only</li> </ul>	<p>To train staff in Makaton signing to support speech and language and communication</p>	<p>Train identified staff in Makaton qualification</p> <p>Train all staff to basic levels of Makaton</p> <p>Use Makaton signs in whole school situations – e.g. greetings, registers, signs for daily routine e.g. dinner</p>	<p>LS/JTR</p> <p>LS/JTR</p> <p>All staff</p>	<p>July 2018</p> <p>April 2018</p> <p>Dec 2019</p>	<p>Basic signing will be an integral part of the school life</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 Local Governing Body and recommended to Trustees of the Enquire Learning Trust for approval.

## **5. 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 and policy
- Supporting pupils with medical conditions policy
- Administering medicines policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Dowson Primary Academy is a single level building with the exception of the IT Suite in Lower School which is a mezzanine above the Library.	Access would be difficult for a wheelchair user accessing the IT Suite up the stairs, there is no ramp currently available, however, there are computers available in the Library so there would be no requirement to go upstairs.		
Corridor access	<p>Each corridor, passageway or aisle is wide enough for a wheelchair use to maneuver and for other people to pass. Each corridor is free from obstruction to wheelchair users and from hazards to people with impaired vision.</p> <p>Floor surfaces allow ease of movement for the wheelchair user. There is sufficient circulation space allowed for wheelchair users.</p> <p>Access does allow users to clear one door before approaching the next with minimal maneuver and turning space is available.</p>			
Lifts	Not Applicable			

Parking bays	<p>Access to car parks in all buildings is clearly marked, there are some kerbs but most of the area is flat. The surfaces are smooth and slip resistant and are wide enough.</p> <p>The car parks are free from hazards such as bollards, litter bins, outward opening windows and doors or overhanging projections. There are specified parking bays for people with reduced mobility. Car parking is as near to the entrance as possible. The route is kept free of snow, ice and fallen leaves.</p>	<p>Staff parking bays in Upper School could use the benefit of marked bays.</p> <p>Lighting in Lower School and Upper School car parks is quite dark, however, on inspecting it appears the Street Lights are being changed by the Local Council to LED and some of the lights are currently out.</p>	JR to monitor and check if new Street Lights are replaced.	31/01/2019
Entrances including Reception Area	<p>The entrance door is clearly distinguishable from the façade. The glass door is visible when closed. There is clear visibility through the door/way from both sides at standing and seated levels. The door opening when opened will permit passage of a wheelchair or double buggy.</p> <p>The door furniture can be used at both standing and seated height and can be easily grasped and operated. There is a delayed closure on the door. When both doors are open they are adequately wide enough for wheelchair maneuver space beside the leading edge of the door to clear door swing.</p> <p>The system for the security protected door is suitable for use</p>	Both doors need to be unlocked / locked throughout the day on entering and leaving.	Staff Member Chaperoning.	N/A



	<p>by and within reach of people with sensory or mobility impairments.</p> <p>The lobby layouts enable all users to clear one door before going through to the next.</p> <p>Floors in the entrances are slip resistant when wet. They are firm for wheelchair maneuver. At the junctions between floor surfaces are arranged in a way that avoids presenting tripping hazards and causing visual confusion.</p> <p>FSU is fitted with an induction loop.</p>	To consider fitting Lower and Upper School with an induction loop.		
Ramps and Steps	<p>Dowson Primary Academy is a relatively flat site. There are no ramps required to Lower School and FSU buildings.</p> <p>Upper School has a slight permanent ramp to the entrance to the main reception area. A permanent ramp at the back of the kitchen/caretakers room and at the team space exit there are steps but also a gradient slope for wheelchair access.</p> <p>The ramps are wide enough and suitably graded. The surfaces are slip resistant. There are handrails on one side in some areas.</p> <p>The ramps are visually identifiable. The ramps and steps are adequately lit. Some of</p>	<p>A protected handrail is required to the back of the kitchen/caretakers room.</p> <p>The nosings to steps in the Upper School require repainting in yellow as they have faded.</p>	<p>JR</p> <p>LW</p>	

	nosings marked are faded and need repainting in yellow.			
Toilets	<p>There is WC provision for people with disabilities in FSU and Upper School Buildings.</p> <p>All WC areas have are easily distinguished by colour contrast from the walls.</p> <p>All doors are fitted with locks and are easily gripped and operated.</p> <p>Ambulant disabled people can maneuver and raise and lower themselves in standard cubicles.</p> <p>Provision is made for wheelchair users in FSU and Upper School. The wheelchair approach is free of steps/narrow doors and obstructions. The location is clearly signed. There is an emergency call system and have a designated person to respond.</p> <p>The wheelchair WC compartment is large enough to permit maneuver for frontal lateral/angled/backward transfer, with or without assistance. The fittings arranged do facilitate these maneuvers. The handwashing and drying facilities are within reach of someone seated on the WC. The tap is appropriate for use by someone with limited dexterity, grip or strength. Suitable grab rails are fitted in all</p>	<p>To look at the implementation of Disability WC facilities in Lower School Building.</p> <p>To look at nonslip flooring being installed in all WC areas.</p>	<p>KT</p> <p>JR</p>	

	<p>the appropriate positions to facilitate use of the WC.</p> <p>The maneuvering area is free from obstruction e.g. boxed-in pipework, radiators, cleaner's equipment, disposal bins, occasional storage etc.</p>			
Internal signage	<p>Means of escape signs are visible from both sitting and standing eye levels, are in upper and lower case and have large enough type to be read by those with impaired vision.</p> <p>Some signs are designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels.</p>	There are no tactile signs and information for those with impaired vision. More signs are required and should be reviewed in each building.		
Emergency escape routes	<p>Escape routes are maintained clear of obstructions which could create hazards for people with visual disabilities.</p> <p>Escape routes are clearly marked around school with a map showing the Fire Escape at the call points.</p> <p>Evacuation Route Maps are available for each building.</p> <p>Fire doors are easily distinguished and provide adequate access for a wheelchair user.</p> <p>The door mechanism function is checked regularly.</p>	<p>Staff to familiarise themselves with the Fire Evacuation Procedures as part of the Health &amp; Safety Training.</p> <p>It was noted on the last Fire Drill that 1 Oak and 1 Birch could not hear the alarm which is situated at the other end of the corridor to where the bell is located. A review of alarm bell points should be considered.</p>	<p>All staff</p> <p>ROC</p>	

	<p>There is a visible as well as audible fire alarm system in place.</p> <p>All final exit routes are accessible to all including wheelchair users, as are entry routes.</p> <p>There is a 'management evacuation strategy' for staff, pupils and visitors and staff are trained in evacuation procedures.</p> <p>The evacuation strategy is checked on a termly basis for its effectiveness.</p> <p>Evacuation routes are checked routinely and regularly for freedom from combustible materials, obstacles and locked doors.</p> <p>All fire warning devices and detectors are checked routinely and regularly.</p>			
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