



TEES VALLEY
EDUCATION
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Dormanstown Primary Academy

3 year Accessibility Plan

2021 - 2024



Purpose

Under the Equality Act 2010 all schools/academies should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Scope

The Accessibility Plan contains relevant and timely actions to:-

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or educational visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.

This Accessibility Plan should be read in conjunction with other related TVE policies and guidance documents.

Ethos and values

The Trust Board of Dormanstown Primary Academy (Tees Valley Education) and Local Academy Committee (LAC) is fully committed to meeting the requirements of both the Equality Act 2010, as applicable to those staff, pupils and members of the public who have restricted:

Mobility	Physical co-ordination
Manual dexterity	Continence
Ability to lift, carry or move everyday objects	Speech, hearing or eyesight
Cognitive ability, memory, or ability to learn,	Risk perception or physical danger concentrate or understand

We have made a clear commitment in our values, vision and ethos statement that we are a fully inclusive academy and respect and celebrate diversity and difference.

The Trust Board devolves responsibility to the Head Teacher to **make any and all reasonable adjustments** as necessary to the academy and its infrastructure, so that:

- No person accessing the academy site is served less favourably by way of their disability, or unable to access any necessary part of it.
- Any person with a disability is able to play a full and active part in all aspects of academy life.
- Any pupil with a disability has equal and full access to all aspects of the curriculum and its delivery, as well as extra-curricular activities.
- No pupils' standard of attainment or achievement should be compromised as a result of disability.

Monitoring and Evaluation

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by TVE Trust Board and published on the academy website.

At Dormanstown Primary Academy, the accessibility plan will form part of the Finance and Resource Committee work and will be monitored by the Executive Headteacher and evaluated by the CEO and relevant Trust Board members. The Accessibility Plan is structured to complement and support a number of TVE policies.

Management and process

The accessibility plan will be managed and co-ordinated on a day to day basis by the Deputy Head of Academy, Academy Business Manager, and SENDCo, ensuring that:

- The individual needs of pupils will be assessed prior to admission to the academy
- Relevant staff will work closely with parents and other agencies to agree the most appropriate support for pupils with disabilities. Multi-agency meetings will be held as necessary to share knowledge and information and review the effectiveness of provision.
- Every effort will be made to include pupils with a disability into all activities, and where possible, we may provide aids and devote additional resources to ensure this is the case.
- Any strategies put in place will be shared with those affected, monitored for effectiveness and adjusted accordingly as a result of changing circumstances.
- Information on the specific needs of pupils with a disability will be disseminated to all relevant staff either in hard copy, by email, or in person.

Physical Access

There is excellent physical accessibility to all areas within Dormanstown Primary Academy. The buildings within the academy site has the following features:

- Non-stepped access/egress
- Adequate space in circulation areas
- Disabled access toilets and changing facilities
- Disabled access to all communal and eating areas
- A lift is accessible for people not able to use the stairs

This is be further enhanced by:

- Assessing the safety needs for pupils with a disability (P.E.E.Ps) that may affect their physical or emotional well-being. This will inform further modifications as reasonably practicable.
- Continually reviewing the environment of the academy and the way we plan, prepare and deliver the curriculum, adapting to the needs of new users of the academies facilities.

The requirements of the DDA will be taken into account when planning any changes to the premises (including minor improvements) as we develop and expand the academy facilities.

Organisation and access to the curriculum

The academy has an ethos of making pupils feel safe and treating all stakeholders with dignity, regardless of their disability. All pupils have access to a diverse and enriching curriculum, which may be modified where necessary, according to individual need. We will also undertake the following actions:

- Developing an understanding of disability with all pupils through positive role models across the curriculum
- Avoiding using stereotypes
- Developing language that emphasises the person rather than the disability
- Continually reviewing our extra-curricular and enrichment provision to ensure all pupils with a disability can be included and where this is not possible, provide learning experiences which promote similar development of knowledge and understanding.
- Where reasonably practicable, prescribed medical procedures will be followed to ensure equality of access for pupils, carried out by appropriately trained staff.

Improving information to pupils, staff, parents/carers and visitors

- Any learning materials provided to pupils will be modified by teaching staff to take account of their disabilities and maximise progress. Ongoing CPD will be given to staff in response to our self-evaluation and particular needs of needs
- Where there is a physical modification needed to improve information sharing (e.g. projector software for visual impairment, radio-aid for hearing impairment) we will work with relevant agencies to seek funding and train staff and pupils.
- We will accommodate parents with a disability or other needs to the best of our ability by providing additional services as needed. e.g. ensuring there is a sign language interpreter at meetings, ensuring text is provided in large print, allocating a key member of staff to communicate essential information where literacy is a barrier.

Dormanstown Academy – 3 year Accessibility Plan 2021-24

Strand 1: Improving the Physical Environment				
Objectives	Actions	Outcomes	Monitored/actioned by	Evaluated by
Ensure all signage for adults and pupils complies with ease of use for differently able persons	Audit of signage around the academy, identify any modifications required	All areas of the academy have uniform signs (incl. emergency assistance signs) that are visible and accessible.	ABM	Local Academy Committee
Any new build work and alterations to existing buildings will consider the needs of people with a disability and/or sensory impairment.	Audit needs as part of any arising site works.	Academy fully complies with DDA, Fire Regulations and Health & Safety Regulations.	ABM	Local Academy Committee
Classroom environments to meet any specific pupil needs e.g ASD/dyslexia/HI/VI friendly classrooms	Enlist specialist staff to advise on ensuring classrooms and resources accessible for all pupils in cohorts	Removal of any potential barriers to learning, supportive and accessible learning environments.	EHT/SENDCo, DHoA, Teaching staff	Local Academy Committee

Strand 2: Improving access to the curriculum				
Objectives	Actions	Outcomes	Monitored/actioned by	Evaluated by
Ensure all staff have full information about pupil needs. Ensure all staff are aware of the routes of enquiry should they need to access further information.	Pen portraits kept up to date for children with a disability and incorporate relevant information into medical care plans/SEN support plans Ensure that classrooms are optimally organised for disabled/medical/sensory pupils. Review transition arrangements to include earlier and continued links and additional transition opportunities with Secondary SENDCo's	Remove barriers to learning and participation; All staff are fully aware of pupil needs and updated with any changes. As a result of this, pupils' needs are effectively met upon entry to Dormanstown Primary Academy. All pupils with a disability have full access to the curriculum and are making progress in line with their expectations.	EHT/SENDCo, DHoA	Local Academy Committee
Review and update training needs for pupils with specific communication difficulties (e.g. hearing impairment/visual impairment/speech delay)	Involvement of specialist staff for regular review of pupil needs and advice/training for academy staff. Specialist staff recommendations included in support plans	All staff are fully aware of needs of pupils in the academy and these pupils are making good progress.	EHT/SENDCo, DHoA, Teaching staff	Local Academy Committee

Ensure all exam concessions are identified and implemented in accordance with ARA.	Audit needs of pupils; Implement testing ; share and plan with staff; SATs arrangements made as required	All pupils and parents are clear when SATs concessions apply; there are effective management arrangements in place to support pupils' disabilities and learning needs.	EHT/SENDCo, DHoA, Teaching staff	Local Academy Committee
Consider the roles of staff and ensure all teachers are fully skilled in differentiation for pupils with a disability	Provision of CPD on learning difficulties and disability and meeting specific needs Monitoring through work scrutiny, progress reviews, pupil voice and support plan reviews	Removal of all barriers to learning and participation; Staff are confident in supporting all pupils with a disability have appropriate differentiation and are making good progress.	EHT/SENDCo, DHoA, Teaching staff	Local Academy Committee
All extended school activities and clubs are planned to ensure reasonable adjustments are made to ensure participation for all pupils	Risk assessments undertaken as appropriate and staff/external provider training where required	Opportunity for participation is made available for all pupils	EHT/SENDCo, DHoA, ABM	Local Academy Committee

Strand 3: Improving provision of information to all stakeholders				
Objectives	Actions	Outcomes	Monitored/actioned by	Evaluated by
Increased availability of written material in alternative formats	Statement included on website that all official documents can be produced in alternative formats, including translation.	All parents are aware of this service.	ABM, DHoA	Local Academy Committee
Improve accessibility of information available to parents	Gather feedback from parents through questionnaires and respond to any for improved accessibility/website optimisation/e-communication formats	Parents report they find it easier to access information they need.	ABM, DHoA	Local Academy Committee
Ensure medical needs of pupils are well understood and plans are in place for them	Annual audit of medical needs with a termly review in place. Rolling training plan for first aiders to ensure cover in all areas of the academy. Follow graduated response for pupils with significant medical conditions where this impacts on cognition and learning	All relevant staff are aware of pupils' medical needs and plans are clear and implemented effectively. Staff training is implemented where necessary. Children with complex medical needs and low cognition feel well supported by Academy and key stakeholders.	EHT/SENDCo, DHoA, all Staff	Local Academy Committee

Strand 4: Equality Act / Public Sector Equality Duty - Whole academy actions				
Objectives	Actions	Outcomes	Monitored/ actioned by	Evaluated by
Dormanstown Staff and Trust Board member training	<p>All Trust Board members will be aware of, and have a full understanding of TVEd Policies and will receive the necessary training/inset to allow them to fulfil their role as Trustees effectively.</p> <p>Required number of staff to be trained (or refresher) on First Aid/Epi Pen. 3 EYFS staff trained in Paediatric First Aid. Training in any other Health/disability issues as identified (e.g. Diabetes, Epilepsy). Equality and other related policies available within staff rooms and on internal staff networks.</p>	TVE Trust Board members will be confident that robust procedures are in place, as specified in TVE Policies, and have the remit to scrutinise where necessary. Staff confident and competent to safely support the needs of all pupils.	Trust Board, EHT/DHoA	Local Academy Committee
Review of whole academy and TVEd policies E.g. Accessibility, Academy trips (EVOLVE), Extended academy, Equality	All policies to reviewed annually or when specified, and approved by TVEd Trust Board members before wider circulation and publication	Policies in place which support pupils/staff/parents to be fully implemented in all aspects of academy life	Trust Board, Directors, EHT and other nominated staff across TVEd	Trust Board
Data collection, monitoring evaluation, implementation	Progress of all pupils to be analysed at least termly and reported to TVEd Trust Board and shared with staff, other stakeholders and parents.	Children with disabilities or sensory needs make good progress and have access to a personalised curriculum	Trust Board, EHT, DHoA, SENDCo	Local Academy Committee
Provide information for parents in alternative formats, when required	Provide parents with information in various formats and languages. Teachers available to discuss with parents should they be struggling to access information Interpreter used when required	Improved communication with parents/carers.	EHT, DHoA, ABM	Local Academy Committee