

DOROTHY BARLEY INFANT SCHOOL



Accessibility Plan

Approval by Governing Body: Spring Term 2024

Executive Headteacher: Mrs Lauren Pearce

Chair of Governors: Mrs Sue Matthews

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 Dorothy Barley Infant School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Dorothy Barley Infant School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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 school follows the London Borough of Barking and Dagenham Authority/Human Resources guidance on how all prejudice-related incidents should be identified, assessed, recorded and dealt with.

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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils 	To review curriculum resources, including examples of people with disabilities (medium Term)	Liaise with the curriculum lead to review examples of people with disabilities.	Curriculum Lead	Summer Term 2024	- Examples in EYFS -Examples in KS1
	<ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum 	To monitor the resources tailored to the needs of pupils who require support to access the curriculum	Update resources as they are required for individuals	Class teacher to liaise with SLT	Ongoing	
	<ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability 	To continue to track progress of all pupils through termly Pupil Progress meetings and ensure those with disabilities are making progress in alignment with their peers.	Termly Pupil Progress meetings with class teacher and SLT	Data Lead	Ongoing termly	
	<ul style="list-style-type: none"> Targets are set effectively and are appropriate for pupils with additional needs 	To set SMART targets for individuals in liaison with pupil and parent.	Termly Individual Education Plan meetings with parents, and class teachers.	SENCO and Class teachers	Ongoing	
	<ul style="list-style-type: none"> The curriculum is reviewed to make sure it meets the needs of all pupils 	To continue to review regularly	To review with curriculum coordinators	Curriculum Lead	Ongoing	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps with rails • Corridor width • Disabled parking bay • Disabled toilets • Library shelves at wheelchair-accessible height 	To continue to monitor through health and safety reports/audits and regular safety walks. (Long term)	Respond to health and safety issues	Health and Safety Lead	Ongoing	
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • iPad as needed • Pictorial or symbolic representations • Makaton 	To ensure any CPD that staff may require is offered	<p>CPD to be offered.</p> <p>Observations of school and teaching areas for signage.</p>	<p>SENCO</p> <p>SENCO</p>	Summer Term 2024, then termly.	

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 Dorothy Barley Infant School Governing Body and Mrs Lauren Pearce Executive Headteacher.

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
- SEND policy
- Supporting pupils with medical conditions policy

