



Dorridge Primary School

Accessibility Plan

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Part 1. Opening Statement

School Context

Dorridge is a large, three-form entry, community Primary School, set in large, attractive grounds. In addition, we have a 40 place Nursery offering both morning and afternoon sessions.

We also offer full wraparound care at Darby's, our purpose built facility.

We pride ourselves on providing a nurturing environment, where children can develop into confident young people with a real thirst for learning. We strive to give them the necessary building blocks on which to progress in their future learning. This is accomplished by creating a wealth of exciting experiences to help children achieve academically and personally.

This is a happy school. Visitors often remark on the positive atmosphere, the caring attitudes and excellent manners of the children.

An important factor in our success is a close partnership between home and school. Parents are involved in the life of the school in many ways, such as termly meetings, helping in class, PTA and Parent Council. We are grateful to parents for their active support and encourage you to become as involved as you can.

All staff and Governors at DPS are highly committed to provide the very best education for all children.

Aims Of The School

1. All school staff, governors and parents work in partnership for the benefit of all pupils.
 2. Teachers and support staff enable all pupils to achieve their full potential as independent life-long learners.
 3. Our broad, balanced and enriched curriculum promotes challenge, enabling all pupils to make a positive contribution towards their own achievement.
 4. We foster strong links with the community and encourage children to be responsible citizens, who are respectful and tolerant.
 5. We encourage initiative within a happy, healthy and safe environment where all achievement is valued and celebrated.
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Objectives

Dorridge Primary School aims to deliver an ambitious vision for pupils with disabilities, that is demonstrated by all staff. The school aims to ensure that pupils with disabilities make good progress from their starting points through flexible quality first teaching incorporating adaptations and modifications to enable access and interventions, where appropriate.

The school aims to provide appropriate, well considered support that is delivered seamlessly across all teaching, learning and social situations and maximises independence.

All staff will demonstrate knowledge of equality legislation in relation to pupils, staff and visitors with disabilities and understand their role in implementing it.

All staff will have a 'can do' attitude underpinned by a collaborative, problem-solving, solution-focused approach to new challenges, as they arise.

School will have systems in place that support the access and inclusion of pupils with disabilities e.g. Risk Assessments, Moving and Handling Plans, PEEPS, Individual Healthcare Plans etc.

The school will continue to improve the physical school environment and facilities to enable pupils with complex physical needs to access the school site.

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person has a disability 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 carry out normal day to day activities.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility

- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

An effective School Accessibility Plan must be based upon sound data. Planning starts with information that is already held by the school in respect of two broad areas:

- information about the nature of the pupil population (present and future) and the disabled pupils for whom the school is planning;
- information about the nature of our school, its strengths and weaknesses in ensuring access for disabled pupils.

Pupil information might include a range of data:

- pupils already in the school and moving through it;
- the nature of the school's intake in the future, for example:
 - advance information about pupils with an Education Health Care Plan or Statement-who may also be disabled;
 - other information, such as local/national information on trends in school population.
- the participation of disabled pupils in different aspects of school life;
- outcomes for disabled pupils.

We need to consider whether:

- there are areas of the curriculum to which disabled pupils have limited or no access;
- disability issues are reflected in the curriculum;
- disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and outdoor activity times for pupils with social/interaction impairments, after school clubs for pupils with physical impairments, school trips for pupils with medical needs;
- there are parts of the school to which disabled pupils have limited or no access at the moment, or whether physical features of the school environment hamper access to the whole life of the school;
- access to information is planned, with a range of different formats available for disabled pupils;
- other issues affect the participation of disabled pupils, for example; bullying, peer relationships, policies on the administration of medicines and provision of personal care, or a lack of role models or images of disabled people within the school, in effect, all the school's policies and procedures, written and unwritten.

Part 2. School and Pupil Data Analysis

School and Pupil Data Analysis

Current pupil data shows that at the start of academic year **2022 - 2023** there are **24** pupils regarded as disabled under the definition within the Equality Act 2010. Pupil data is collated according to primary area of need, but for some pupils this is more challenging as they have co-existing conditions or areas of need. To reflect this complexity and map the multiple impacts of disabilities on pupils, the following table further analyses the needs of the pupil population in terms of overlapping conditions and their impact on SEMH and attendance.

Area of Need	Number of pupils where...			
	This is their primary area of need	This is their primary area of need, but also has additional co-existing conditions	There is an impact on SEMH	There is an impact on Attendance
Physical disability/ies	4	2	2	1
Long term, complex or fluctuating/ degenerative medical needs	1	1	0	1
Sensory support needs	3	Vision: 1 Hearing: 2	3	0
Autism	5	4	5	2
Speech, language, and communication needs	8	5	4	0
Cognition and learning needs	4	4	4	1

What the data tells us

Dorridge Primary School has 24 pupils on roll who have a disability and that are protected under the Equality Act 2010. 19 of these pupils have multiple conditions that impact on more than one aspect of their social and educational inclusion.

A high proportion of these pupils experience impact on their mental health and well-being (18) and for 5 pupils there is an impact on attendance at school. Further work and support

is being put in place to investigate how school can support these pupils further and whether referrals to appropriate support services are advisable.

Part 3. Good Practice in School

Access to the Curriculum

At Dorridge Primary School, we strive to enable access to the curriculum for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

- Pupils at Dorridge Primary School with disabilities have access to the full curriculum and, where necessary, this is tailored to best suit their individual needs.
- Adaptations may be necessary to ensure that pupils with a disability are able to equally access the curriculum alongside their peers via appropriate teaching and learning opportunities.
- Staff recognise that not all pupils with a disability have special educational needs. School interrogates and analyses data to monitor the attainment and progress of pupils with disabilities.
- Where a pupil does have additional educational needs then they are able to access learning interventions alongside their peers.
- Staff are deployed, as appropriate, to support pupils to access the curriculum.
- Staff understand the needs of individual pupils and how to best support access to the curriculum, including how to use any aids, equipment or ICT.
- Staff understand the need to balance the support provided with the need to maximise the pupil's independence. Whenever possible, staff facilitate independent access to the curriculum.
- Our school uses a number of strategies and programmes to support the inclusion of pupils with disabilities e.g. use of visual timetables, use of symbols for communication and PECS.
- Our school provides CPD / staff training on areas of need identified as being important for accessing the curriculum e.g. training in Makaton, use of visual timetables, speech, language and communication strategies, sensory processing training.

Aids and equipment are used effectively to support access to the curriculum for pupils with physical disabilities. Examples of this include:

- The pupil's seating and positioning is supported by provision of specialist chairs e.g. hi-lo class chair or adapted school furniture e.g. science stool with back, arms and footrest etc.
- The pupil's seating and positioning is supported by provision of flexible surface solutions e.g. rise and fall desk
- Aids are provided for pupils with motor coordination and poor hand/eye skills, e.g. specialist pens and pencils, writing slopes, adapted rulers, a range of adapted scissors, dycem (sticky mat) etc.

- Adapted PE equipment is provided for pupils with physical disabilities e.g. lightweight bats and balls, easy-catch balls, scarves, large football for wheelchair football, low level nets etc.
- Equipment to support access to the curriculum, in particular responding to the curriculum, is available for pupils with associated speech, language and communication needs. This includes: communication boards, single message recording devices, symbols e.g. Widgit, Boardmaker, photographs

We make effective use of ICT aids, equipment and resources to support access for pupils with a physical disability by providing (when appropriate):

- portable appropriately sized laptop or tablet
- appropriately positioning of equipment for ease of use
- appropriately sized screen
- specialist keyboards, mini keyboards, keyguards, on-screen keyboards
- adapted mice, switches, joysticks, tracker-balls which may include alternative positioning such as a head or foot switch
- specialist software including Clicker 8
- specialist speech to text software e.g. Dragon

Staff ensure that any equipment used by the pupil is readily available for use in lessons or elsewhere, as required. Procedures are in place for staff to monitor aids and equipment to ensure that it is safe and fit for purpose and systems are in place for staff to report faults and action repairs. Procedures are in place for staff to feedback the effectiveness or otherwise of aids and equipment so that its use can be reviewed, and if necessary, more appropriate aids or equipment provided.

Time out of class / absence management:

Our school acknowledges that pupils with a disability may require time out of class for a number of valid reasons, including:

- physiotherapy programmes delivered by staff in school
- appointments with visiting healthcare professionals in school e.g. physiotherapist, occupational therapist, specialist nurse etc.
- increased likelihood of the need to access therapeutic interventions e.g. art therapy, play therapy etc.
- to attend healthcare appointments
- increased likelihood of absence due to ill health
- absence due to surgery or medical procedure

Our school has strategies in place to ensure that the pupil accesses the content of the curriculum that has been missed e.g. on return to class the teacher spends time briefing the pupil and supporting with task, pupil has access to online learning, work is sent home if pupil is recuperating and is well enough to do some activities etc.

Our school ensures that the pupil's absence record takes into account medical needs and the pupil is not unduly penalised.

Assessment and Examinations:

- Staff make reasonable adjustments to tests, examinations and assessment tasks to enable pupils with disabilities to access them.
- As required, examination access arrangements (pre-examination adjustments for candidates sitting formal examinations such as SATS) are arranged under DfE rules and put in place for pupils with a disability. Arrangements are based on evidence of need and normal way of working e.g. extra time, readers, scribes and practical assistants.

Challenging areas of the curriculum e.g. PE, swimming, Sports Day etc.

- Pupils with disabilities are able to fully access and participate in all aspects of the PE curriculum: games/ sports /gymnastics /dance /swimming.
- Adjustments and adaptations are made to enable full participation on an individual basis and may include, provision of adapted equipment, provision of moving and handling support to transfer position etc.
- Pupils with disabilities are able to fully access and participate in the school Sports Day.

Pupils are supported to access the benefits, services and facilities as part of the wider curriculum offered by the school. The range of strategies used to help achieve this access are:

- Our school supports all pupils to access all aspects of school life, including access to the wider curriculum e.g. extra-curricular clubs, after-school and breakfast clubs and off-site trips, visits and residential.
- Pupils with disabilities are able to access all off-site visits and events due to careful advance planning by staff. Visits and events are planned individually to take in to account the needs of attending pupils with disabilities.
- Pupils with disabilities are able to access extra-curricular clubs, after-school clubs and breakfast clubs due to careful planning by staff.
- Barriers and challenges to participation are analysed using a risk assessment proforma and action is taken to minimise or reduce those identified risks using a solution-focused approach.
- A pupil specific risk assessment is completed to support access to school clubs and after-school/breakfast clubs where barriers to access are identified and reasonable adjustments made.
- Sports Day is adapted to include activities accessible for all including pupils with a physical disability who may use mobility aids or equipment e.g. power or manual wheelchairs, walking frame.
- A pupil specific risk assessment is completed for all off-site trips and visits in addition to the class/group generic risk assessment.
- Accessible coaches/alternative transport options are always used for trips involving pupils with disabilities.
- Adjustments and adaptations are made to enable full participation on an individual basis and may include, provision of adapted equipment, provision of moving and handling support to transfer position etc.

Access to the Physical Environment

At Dorridge Primary School, we strive to enable access to the physical environment for pupils with a disability.

In order that pupils and other people within the school, with a disability or learning difficulty can access the physical environment, the school will strive to:

- Ensure an access audit plan has been completed.
- Seek to include minor building works or developments to improve accessibility, identified by the school, or through the access audit, into the Accessibility Plan.
- Continue to provide specialist aids/equipment to individual pupils whenever this is reasonable to do so.
- Consider on a planned basis, how to improve accessibility through reorganising or rearranging aspects of the school environment in the most cost effective way.

The following statements outline the range of strategies we use to help achieve this:

- The school site complies with the Planning and Building Regulations
- The school recognises that compliance does not guarantee that the site is accessible for pupils with complex needs and recognises the need to be anticipatory in terms of meeting future such needs as much as possible.
- Pupils with disabilities have good access to as much of the school site as possible, achieved by a long-term strategy of investment in building accessibility.
- School undertakes a full buildings accessibility audit every three years as part of the process of reviewing the Accessibility Plan.

Mobility and moving around School

- The majority of the school site is accessible to all pupils with disabilities, including those with physical disabilities who use mobility equipment such as a wheelchair and walker. Unfortunately, there are slopes with steep gradients and steps in all areas of school which can hinder accessibility. Some parts of school require external paths to be used for wheelchair users.
- Pupils are able to access upper floor with support, using the lift in the Key Stage 2 building.
- Staff encourage pupils with disabilities to move around the site as independently as is possible.

Access to Information

At Dorridge Primary School, we strive to enable access to information for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

In order that pupils and other people within the school, with a disability or learning difficulty can access information, the school will strive to:

- Raise awareness amongst staff about the requirements to provide information in alternative formats if required.
- Maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff.
- Collect and share examples of good practice amongst staff.
- Review and audit the schools' approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.
- Seek specialist advice and support in those cases which lie beyond the school's immediate expertise.
- Maximise the use of ICT equipment in the delivery of information.
- We ensure that delivery of information, such as letters, information about the school/ school events and the website are accessible to pupils, staff, parents and visitors with disabilities.
- The school utilises technology to share information in a variety of formats e.g. social media, apps etc.
- The school identifies how textbooks, worksheets and other pupil information is selected and provided to meet a diversity of pupil needs.
- The school utilises technology to share information with pupils e.g. specialist software, app.

Part 4. Accessibility Action Plan

Area 1: To increase the extent to which pupils with disabilities can participate in the school curriculum

Action/ Strategies	Evidence	Action Required	Timescale	Review
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities	Within the team staff can support all children	Training given to all staff as needed	Ongoing	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases	Maintain	Ongoing	
Lessons provide opportunities for all pupils to achieve i.e. adaptive teaching strategies	All teachers use adaptive teaching as appropriate and children have individual targets to work towards	Monitoring	Complete and ongoing	
All pupils are encouraged to take part in music, drama and physical activities	Everyone is included in the curriculum	Maintain	Complete and ongoing	
Staff recognise and plan for the additional time and effort needed by some disabled pupils	All detailed in Provision Maps, Management Plans and Individual Targets, progress monitored regularly	Maintain	Complete and ongoing	
Ensure PE curriculum is accessible to all	Alternative exercises/provision during PE lessons to encourage inclusivity. Extra adult support. Adaptations to activities and equipment	Plan appropriately Seek advice from outside professionals including Physiotherapists, Occupational	Ongoing	

		Therapists and SISS PI Team		
Use ICT software to support learning	Make sure software is installed where needed Provide hardware such as iPads and laptops to those children who would benefit	Currently 23 iPads in school. Replace all old iPads to ensure new software can be used. Purchase laptops to compliment ICT support available for pupils. Increase number of specialist keyboards.	2023 -2024	
School visits are accessible to all pupils, regardless of attainment or impairment	Ensure each new venue is vetted for appropriateness Specific risk assessments completed for individual children when necessary	Maintain policy	As required	
All staff have high expectations of pupils	Yes- Targets set and monitored Observations and Book Scrutiny Tacking monitored Termly accountability meetings with Year Leaders	Maintain ethos	Complete and ongoing	
Staff consider the accessibility of the learning environment for autistic pupils by taking account of potential physical barriers and processing difficulties, sensory needs, and social demands of working with or	Observations and Book Scrutiny Tacking monitored Termly accountability meetings with Year Leaders	Maintain ethos Ensure all staff have had regular and up to date AET training. SENCo to support with regular meetings and resources.	Complete and ongoing	

being with their peers.				
Our school implements approaches to develop the mutual understanding, communication, and support between autistic pupils, their peers, and staff. For example, we set up buddy systems and peer mentoring schemes.	Regular assemblies Celebration days and awareness work Buddy system	Peer Mentoring introduced Buddy system introduced	2023-2024	
Reasonable adjustments are made to remove barriers to participation and enable autistic pupils to access the curriculum, break and lunchtimes, extra-curricular activities, residential trips, work experience, or exams.	All pupils have the opportunity to be included in all aspects of school life	Maintain ethos	Complete and ongoing	
We support verbal and non-verbal communication through a range of approaches, including the organisation of the setting, visual aids, reducing and simplifying language, and providing sufficient time for processing and understanding of instruction.	Classroom observations Walk around school Pupil support plans	Maintain ethos	Complete and ongoing	

Area 2: To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school

Action/ Strategies	Evidence	Action Required	Timescale	Success Criteria
<p>The layout of areas allows access for all pupils, such as</p> <p>Academic areas: e.g. classrooms, hall, library</p> <p>Sporting Areas: eg, gym, outdoor sporting facilities</p> <p>Social Areas: eg, dining hall, reception, common room, wet play area</p>	<p>All areas within school can be accessed but not internally – some parts of school require external routes for those in a wheelchair due to steps. There are internal steps in both buildings.</p> <p>Some classrooms have steps to and from the classroom to external doors but alternative exit routes are available.</p> <p>There is a lift in the KS2 building so that the first floor can be accessed</p> <p>The layout of classrooms and furniture is adapted and moved when necessary and equipment and seating is purchased when recommended by Occupational Therapists and necessary for access to the</p>	<p>Jolly Starclimber has been purchased and should be able to be used throughout school when needed. All appropriate risk assessments have been written in conjunction with the Local Authority.</p> <p>Mobile ramps can be used for some external steps to allow access outside directly from the classroom for those in a wheelchair.</p> <p>Lift to be serviced and maintained</p> <p>Individual Environmental Audits are completed for those pupils who require adaptations. Advice is sought by school from SISS Physical Team (Jo Walker is our named Teacher), Occupational</p>	<p>In place and to maintain</p> <p>To be purchased and used under the advice of external professionals to ensure the safety of all pupils.</p> <p>Complete</p> <p>Complete and ongoing</p>	

	curriculum and learning.	Therapy and Physiotherapy.		
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps	<p>Internal steps prohibit some access in both buildings however access can be gained via the outside doors.</p> <p>Jolly Stair climber can allow access internally when used by trained individual. Only one stair climber in school due to significant cost of equipment.</p>	<p>There are steps in the Reception area, Year 2 area and in the Key stage 2 building leading from the library to the Year 3 area. Due to the fabric of the building and the width of the steps and corridor, school has been advised that a lift or ramp on these steps would not be possible.</p>	<p>Complete and maintain</p>	
	<p>Lift in KS2 building allows access to the first floor.</p> <p>Steps from classrooms to gain direct access to outside areas exist throughout school and alternative routes are used if necessary.</p>	<p>Lift to be serviced and maintained</p> <p>Mobile ramps can be used for some external steps to allow access outside directly from the classroom for those in a wheelchair.</p>	<p>Complete</p> <p>To be purchased and used under the advice of external professionals to ensure the safety of all pupils.</p>	
	<p>External step outside the Year 3 entrance prohibits easy access to that part of school</p>	<p>The Local Authority to do an assessment of the environment and accessibility around school.</p>	<p>Work to be completed by September 2023</p>	

	<p>Due to the age of the building, some of the gradients of slopes around school are potentially hazardous. The slope going from the entrance to Nursery (Rainbow Way) and the slope going from the entrance of the Year 1 building to the classrooms require wheelchair users to have adult support.</p>	<p>The Local Authority have advised us that when carpets are next changed, we will change the colour of the sloped section to increase its visibility.</p> <p>Pupils in wheelchairs should not be travelling in these areas without adult supervision.</p>	<p>When new carpets are required.</p>	
<p>Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed</p>	<p>There are three disabled toilets across the site.</p> <p>The disabled toilet in the Year 1 building is not thought to be big enough for a hoist or changing bed.</p> <p>The disabled toilet in the Year 2 area is big enough for a changing bed.</p> <p>The KS2 disabled toilet is not big enough for a changing bed.</p>	<p>The schools seeks advice and liaises with parents, SISS Physical Team (Jo Walker is our named Teacher), Occupational Therapy and Physiotherapists. Individual Environmental audits and Manual Handling Plans are written by the SISS team.</p>	<p>A new changing room has been built in the Key Stage 2 building in consultation with the local authority which can fit a changing bed and mobile hoist.</p>	
<p>Pathways around school are safe and well signed. Parking arrangements are logical and safe</p>	<p>Disabled parking clearly marked in Key Stage One and Two Car Parks.</p> <p>Some pathways around school are not well lit in the dark</p>	<p>KS1 car park now has an appropriate Disabled car parking space</p> <p>Gain advice from the local authority and look at a lighting plan to improve visibility</p>	<p>In place</p> <p>2023-2025</p>	

	Some steps need remarking with yellow paint to ensure good visibility	Audit complete. Site manager to ensure the painting takes places	2023	
Ensure all disabled pupils can be safely evacuated	<p>Put in place a Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p> <p>An Evac Chair has been purchased and installed in the Key Stage Two first floor corridor. Jodie Hales, Robyn Morrey, Mandy Doyle, Rachel Barr and Jenny Mason are trained in how to use it and Jodie Hales is able to train other members of staff.</p>	<p>Currently in place for all pupils who require one. Write new ones as required.</p> <p>Chair maintained and relevant staff trained when necessary</p>	<p>Complete for current pupils.</p> <p>Complete</p>	
Signs are uncomplicated and unambiguous.	Clear signs in all areas	Maintain	Ongoing	
All areas are well lit	<p>All areas within the school building are well lit</p> <p>Please see note above regarding outside lighting</p>	Maintain	Ongoing	
Steps are taken to reduce background noise for hearing impaired pupils by considering a rooms acoustics, noisy equipment etc	<p>All pupils with HI have Management Plans set out by the Sensory Team Teacher and reviewed with parents and staff.</p> <p>All equipment advised is purchased and staff make all adjustments that can be made within our setting.</p>	Maintain	Ongoing	

<p>Furniture and equipment selected, adjusted and located appropriately, e.g. height adjustable tables are available, low level sinks etc.</p>	<p>Adjustments made on an individual basis All specialist furniture and equipment purchased after consultation with Occupational Therapists and SISS PI Teacher</p>	<p>Monitor and maintain equipment</p>	<p>Complete</p>	
<p>We do the best we can to organise classrooms and the wider school environment to manage sensory differences that may be distracting or uncomfortable.</p>	<p>Audits of the environment are carried out in conjunction with our Autism Specialist Teacher</p>	<p>Sensory Audit is complete SENDCo and Assistant SENDCo to support staff in making reasonable adjustments where necessary</p>		
<p>We observe pupils to find out more about their sensory differences and preferences and adjust the environment accordingly.</p>	<p>Classroom observations Pupil progress meetings SENDCo support Autism Teacher support</p>	<p>School is currently planning the installation of a new sensory room in the Key Stage 2 building which will be accessible for all pupils with SEND.</p>	<p>Easter 2023</p>	