

Danbury Park Community Primary School



Accessibility Plan

Last revision dated:	Summer 2018
This revision completed during:	Summer 2021
Agreed by the governing body:	08/07/2021
Date of next revision:	Summer 2024

Be wise, be happy, belong



Danbury Park Community Primary School Accessibility Plan

3-year period covered by the plan: September 2021 - 2024

1. Introduction

- 1.1. Under the Equality Act 2010 schools 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”.
- 1.2. 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.
- 1.3. 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 the Governing Body.

2. Aims

- 2.1. At Danbury Park Community Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning and participate as fully as possible in every part of school life. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.
- 2.2. Danbury Park Community Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 2.3. This plan shows how Danbury Park Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. The document will be reported upon annually to the governing body in respect of progress and outcomes.
- 2.4. The Accessibility Plan is structured to complement and support the school’s Equality Plan, and will similarly be published on the school’s website.
- 2.5. This Accessibility Plan should be read in conjunction with other relevant school policies and documents including:
 - Behaviour Policy,



- Curriculum Policy,
- Equality Policy,
- Health & Safety Policy,
- Educational Visits Policy,
- School Improvement Plan,
- Special Educational Needs & Disability Policy,
- Supporting Children with Medical Conditions and
- Administration of Medicines Policy.

3. Construction, Implementation and Management

- 3.1. This Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school with disabilities within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
- 3.2. The Accessibility Plan contains relevant and timely actions to:
 - Increase access to the curriculum for pupils with a disability, medical condition or other access needs, by expanding the curriculum as necessary to ensure that such pupils 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 schools 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 school, 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 other members of the school community. Examples of this may include hand-outs, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable timeframe.
- 3.3. The Danbury Park Community Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues.
- 3.4. The Accessibility Plan for physical accessibility is based on an audit conducted by the governing body. We recognise that it may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.
- 3.5. An accessibility audit will be completed by the Resources Committee of the governing body towards the end of the period covering this plan in order to inform the development of a new Accessibility Plan for the next period.
- 3.6. Any information gathered about disability or health conditions in early communications with parents and carers of children who are new to the school will feed into this plan. Parents and carers of children already at the school, are asked to keep the school informed of any changes to the information they have provided and similarly this will feed into the plan.



- 3.7. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

4. Physical Environment

- 4.1. There are no areas of the school to which disabled pupils have limited or no access at the moment.
- 4.2. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and off-site educational visits for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

5. Curriculum

- 5.1. Through planning for individual needs, the school aims to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible.
- 5.2. The school seeks advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

6. Information

- 6.1. Different forms of communication are made available as needs are identified to enable all pupils and parents with disabilities to express their views and to hear the views of others.
- 6.2. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

7. Access Audit

- 7.1. Danbury Park Community Primary School is a single storey building with a wide entrance and corridors. There are no parts of the building to which children or adults with disabilities have limited or no access at the moment. The building has level access.
- 7.2. The main entrance features a secure lobby and has been fitted with a low reception hatch, which is fully accessible to wheelchair users. The main reception has a hearing loop.
- 7.3. There are disabled toilet facilities available off the main corridor. In addition there is a disabled toilet, shower and changing facilities between classes J and H.
- 7.4. All classrooms can be accessed from the playgrounds.
- 7.5. Internal access for most rooms is off corridors or the main hall.



- 7.6. Limited access has been identified as :
- Internal access to Class E which is through Classes F or D;
 - Internal access to Class D which is through the ICT Suite;
 - Access to the lower KS2 toilets for Class F, which is through Class E.

There is a plan to remodel Class D and the ICT Suite to create a corridor from the ICT Suite to enable easier internal access to Class D.

- 7.7. On-site car parking is available for staff, with a bay reserved for drivers with disabilities. There is a designated bay in the front car park for parents with disabilities.
- 7.8. The school has internal emergency signage and escape routes clearly marked. Personalised evacuation plans (PEEPS) are put in place as required. At present we have no wheelchair dependent pupils, members of staff or parents.
- 7.9. The school bungalow, which is leased to an external childcare provider, is on one level internally. It has a step into the building. Access for those using wheelchairs, where the step cannot be negotiated, is possible using the side access gate, level path and patio doors into the building. Toilet facilities specifically for those who are disabled is available.
- 7.10. The objectives for the Accessibility Plan for the three year period are included in the Equality and Accessibility Plan which is published on the school website.

8. Management, coordination and implementation and review

- 8.1. The Accessibility Plan is monitored and reviewed as follows:
- The school consults with other professionals and services when new situations regarding pupils with disabilities are experienced.
 - The Governors and Senior Leadership Team work closely with the Local Authority.
 - The school works closely with parents and carers to consider each child's individual needs.
 - The policy's effectiveness is reviewed annually and/or as children's needs change by the senior leadership team and the governing body.
- 8.2. The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the headteacher following the school's Concerns and Complaints Policy.