



# **Accessibility Plan**

**2021 - 2023**

**Reviewed: June 2022**

**Approved by Governing Body**

**Review date: June 2023**

**Introduction:**

Schools generally want to be fully inclusive, but sometimes are not sure what things need to be considered and may not have much guidance or information. As a local provider of education we want to ensure that we are providing the best possible access to learning at Dover Park Primary School. To ensure that we achieve this we undertake a self-assessment on an annual basis.

**How the self-assessment works:**

We look at how inclusive we are by identifying how we are performing against each of the twelve areas below and rank them according to achievement and progress. We then discuss our initial findings with staff, governors and the school council. Areas that are identified as red or amber are priority areas for action and are progressed by using an action plan which is monitored by governors and the senior leadership team and can be found as an appendix to the policy. However, we are not complacent, areas that are identified as either green or super green are also monitored to ensure that we maintain or improve those levels.

Achievements are highlighted as follows:



## Self-assessment – how inclusive is your school?

Date: 01/01/19

	Red	Amber	Green	Super Green
Inclusion/ exclusion	Disabled young people are actively or passively excluded e.g. parents being told that the activity is not suitable	Disabled young people are included, but actively not adapted to optimise involvement Needs of disabled young people not adequately considered or planned for	Disabled young people are included and activity adapted, when required, to optimise involvement Needs of disabled young people considered and planned for	Pro-active approach to including disabled young people by all staff. Effective inclusion plans in place and in regular use by all staff. SENCO undertakes individual pupil assessments using the Certificate Physical Testing Assessment 3 (CPTA3) process (previously undertaken by outside agency). These assessments fully support and identify pupil needs more quickly. The assessments are shared with relevant staff to ensure further improvements in pupil outcomes.
Policies & procedures	No recognition of inclusion in policies or procedures	Recognition of inclusion policies in place but no evidence of implementation	All staff aware of and implement them and inclusion in all policies Staff contribute to reviewing and updating inclusion policies	All staff aware of and actively implement inclusion policies. Staff, parents and disabled young people contribute to reviewing and updating inclusion policies.
Safeguarding	Safeguarding or child protection policies not in place or up to date Staff unaware of procedures or protocols DBS checks not done for any or many staff	Safeguarding and child protection policies in place, but not universally adhered to Inconsistent staff awareness of procedures and protocols DBS checks are completed for some staff	Safeguarding and child protection policies in place, adhered to and regularly updated Staff aware of procedures and protocols DBS checks are completed for all staff Management mindful of safer recruiting legislation School committed to keeping young people safe	Safeguarding and child protection policies in place, actively adhered to and regularly updated. Staff aware and adhere to procedures and protocols. DBS checks are completed for all staff and are regularly updated. All staff are mindful of safer recruiting legislation. School and all staff are committed to keeping young people safe.

	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>Super Green</b>
Risk management	No recognition of inclusion aspects in risk assessment	Staff consider ways to work with disabled young people with specific individual needs on arrival and manage risks accordingly	Prior to arrival risk assessments are discussed with the disabled young people and their parent(s)/guardians and are managed accordingly	Dynamic individual risk assessments are done for high risk users prior to arrival. Standard risk assessments include specifics of working with people both with physical and learning difficulties. Strategies are recorded for managing groups or individuals with challenging behaviour.
Wheelchair accessibility	No access to building or surrounding/outside areas for wheelchair users No accessible toilets available	Limited access to building or surrounding/outside areas for wheelchair users Room layouts restrict manoeuvrability Accessible toilet available Some doors can be opened independently by wheelchair users	Good access to building or surrounding/outside areas for wheelchair users Room layout provide reasonable to good manoeuvrability Accessible toilets are available Most doors can be opened independently by wheelchair users	All areas are fully accessible for wheelchair users. Room layouts provide excellent manoeuvrability. Accessible toilets with changing table is available. All doors can be opened independently by wheelchair users. Installation of a new lift provides access to all floors – Feb 18.
General accessibility	Environment not suitable for physical and sensory difficulties (e.g. no ramps, signage, induction loops)	Some disabled young people's specific physical and sensory needs are met	Most disabled young people's specific physical and sensory needs are met Visual and aural support available	All disabled young people's specific physical and sensory needs are met. Sound absorbing resources, visual and aural support available if required.

	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>Super Green</b>
Promotion	No positive images of disabled people or other groups within school promotional materials No mention of site/activity accessibility within promotional materials	Limited images of disabled people within in promotional materials Limited site/activity accessibility information is included within promotional materials Promotional material only available in standard paper format	Some positive images of disabled people within promotional materials Site/activity accessibility information is included within promotional materials Promotional materials available in other formats if requested in advance Concessions available (e.g. Carers go Free Policy)	Positive images of disabled people within promotional materials. Site/activity accessibility information easy to find in promotional materials. Promotional materials are presented in an accessible, easy to understand way. Promotional are materials readily available in other formats on request. Concessions actively promoted (e.g. Carers go free policy/Reductions in price for pp pupils).
Community / partnership working	No work with outside agencies (e.g. schools and support workers)	Infrequent working with outside agencies; only when requested by customer or agency	Regularly working with outside agencies to support staff and develop their skills as and when required	Regularly working with many outside agencies to support staff and develop their skills in a proactive manner. Empowers staff to share their skills and knowledge with others Signpost parents to outside agencies.
Participation	School does not seek or take account of feedback from disabled young people or parents Feedback that is provided has no influence on practice or policy School does not liaise with disable young people or parents	School takes feedback from disabled and of other groups of young people when it is offered There is no organised process for collection of feedback Feedback is used to influence selected elements of practice Some communication (formal and informal) with disabled young people and parents to identify individual needs	School encourages disabled young people and parents to provide feedback and consult on all aspects of provision There is an organised process for consultation Feedback is used frequently to adapt practice and policy as required Regular communication with disabled young people and parents to share information and to jointly plan for the needs of the young person (methods include both formal and informal conversations)	Disabled young people and parents are involved in all aspects of the design, assessments and evaluation of practice, delivery and policy. Feedback is sought via a wide range of opportunities to ensure inclusive consultation and is published in all appropriate methods as and when required. Feedback is constantly used to adapt practice and policy. Pro-actively involving disabled young people and parents through regular communication.

	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>Super Green</b>
Staff training /approachability	Staff receive no disability awareness training	Some staff receive disability awareness training Staff generally display a positive attitude towards inclusion	All staff receive disability awareness training Staff are friendly and approachable and work towards finding positive solutions for everyone to ensure involvement  6 staff trained in the 'Maybo' Positive Handling method to support children continue to access education. To improve 'Maybo' de-escalation strategies throughout the school	Specific training offered to staff which includes condition specific training to meet the individual needs of the people attending. Staff are friendly and approachable and work towards finding positive solutions before issues arise. All staff are regularly trained and certificates are kept up to date. All staff have undertaken Neuro Diversity Training in 18/19. Colourful semantics training 2019.
Communication / visual support	No evidence of visual support available (e.g. picture cues, Makaton, use of props)	Inconsistent use of visual support, used only as a resource for individual young people Staff have some awareness of alternative communication systems available	Consistently, clearly labelled and well-presented use of visual support Makaton would be made available if required Staff have good knowledge of alternative communication systems available with support from the Inclusion Manager – for e.g. visual timetables for classes, and/or individual pupils Whole school Dyslexia Training	Range of visual support in place (variety of visual aids resources available and used). Evidence of signing environment. Staff have good knowledge of alternative communication systems available. Environment adapted to suit child's needs e.g. low distraction areas. Staff have good knowledge of alternative communication systems available with support from the Inclusion Manager – for e.g. visual timetables for classes, and/or individual pupils. Whole school Dyslexia Training.

	Red	Amber	Green	Super Green
Autism/Asperger's awareness	No awareness or understanding of young people with autistic spectrum disorder (ASD)	Staff have some awareness of ASD	Some staff have received ASD awareness training Staff use a variety of approaches to meet the needs of young people with ASD Consideration given prior to sessions on how to reduce potential anxiety of young people with ASD when running activities	All staff have received ASC awareness training. Activities delivered in a way that considers different user's specific needs. Consideration and implementation of inclusion methods specific to young people with ASC (provided by parents prior to sessions), on how to reduce potential anxiety of individuals.
Dyslexia	limited awareness or understanding of young people with dyslexia	Staff have some awareness of dyslexia	Some staff have received Dyslexia awareness training Staff use a variety of approaches to meet the needs of young people with Dyslexia Consideration given prior to sessions on how to reduce potential anxiety of young people with Dyslexia when running activities	All staff have received Dyslexia awareness training. Activities delivered in a way that considers different user's specific needs. Consideration and implementation of inclusion methods specific to young people with Dyslexia (provided by parents prior to sessions), on how to reduce potential anxiety of individuals. Some staff have had specific outreach training with ASC outreach team and Medina House School SOS Outreach, for sensory processing.

## ACTION PLAN 2020 - 2021

Area	Issue	Action	Outcome	Lead	Date
CPTA3 training	Early assessment to identify pupil needs	SENCO to undertake CPTA3 assessments and share results with relevant staff	Improved outcomes for pupils with SEN	SENCO- KS	June 2021
MTAS	Early support for EAL children	Attendance at EMTAS network meetings	Improved outcomes for EAL children	SENCO- KS	Termly
Induction	Ensure new staff and all staff aware of school policies	Policy reviews: <ul style="list-style-type: none"> <li>Exclusion Policy</li> <li>Physical Restraint and Intervention</li> <li>Behaviour Policy</li> </ul>	Improved staff awareness of policies and procedures	AW	Autumn term 2022
Physical intervention	Staff require re-training.	6x staff to complete 'Maybo' training	Children will be well supported to access education and stay in school.	AW	Autumn Term 2022
Behaviour support	Review positive behaviour policy.	PIVOTAL behaviour staff meeting  Induction for new staff	Review and subsequent re-write of whole school positive behaviour policy	AW/KS	Policy Review & Induction September 2022
Quality of Education	Tackling Educational disadvantage	Implement DfE tutoring programme  Attend TED 10 week CPD- AW, KS and all subject leaders  Careful tracking and assessment to teach gaps	Disadvantaged pupils do as well as their peers  Pupils with gaps in learning and helped to catch up	AW/KS  Subject Leaders	September 2020- March 2021
Prejudicial Language and Behaviour	Complete PLAB Activities	Use PLAB Toolkit to: <ul style="list-style-type: none"> <li>Survey pupils, staff and parents</li> </ul>	Ensure that no child is left out.	AW/KS SLT PSHE	September 2022

		<ul style="list-style-type: none"> <li>• Complete school self-assessment</li> <li>• Complete training and cascade to staff</li> </ul>	<p>Ensure all pupils use respectful language Increase children's understanding of Equality and Diversity.</p> <p>Inform teaching and assembly focus</p>		
Complete Attachment and Trauma Aware Training	Some children are identified as ASC when perhaps they have attachment and Trauma issues	<ul style="list-style-type: none"> <li>• Complete training</li> <li>• Cascade to staff</li> <li>• Identify Pupils at risk</li> </ul> <p>Complete action Plan</p>	School Staff will become attachment and Trauma aware	Team of 5 AW.KS.CJ.CT.CC	July 2023

# 1 Related Documents

- Single Equality Policy
- Guidance on Equality, Diversity and Governance
- Equality Impact Assessment timetable
- School Improvement Plan

## 2 Appendix

### 2.1 Glossary of Terms

• <b>ASC</b>	Autistic Spectrum Condition
• <b>Makaton</b>	Language programme using signs and symbols to help people communicate
• <b>EMTAS</b>	Ethnic Minority and Traveller Achievement Service
• <b>EAL</b>	English as an Additional Language
• <b>SENCO</b>	Special Educational Needs Co Coordinator
• <b>DBS</b>	Disclosure and Barring Service