



# **DOCKING CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY**

# **Accessibility Plan**

**(To be read in conjunction  
with the ‘Disability Equality  
Scheme’)**





Please note that, throughout this document, the term 'Parents' is taken to encompass Parents, Guardians and Carers. The policy should be read in conjunction with the Disability Equality Scheme.

## Definition of Disability

A person has a disability if she or he has a mental or physical impairment that has a substantial and long-term adverse affect on his or her ability to carry out day-to-day activities.

## The School's Aims and Values

Within the Anglican ethos of the Church of England Foundation, our school aims to:

- Provide a broad, balanced, high quality education including a wide range of experiences and opportunities, enabling children to achieve their maximum potential in all areas of the curriculum, ensuring opportunities for all to succeed;
- Create a happy, healthy, secure and stimulating environment to help children develop their own personalities, confidence, independence and curiosity to learn;
- Promote high aspirations, nurture ambition and generate motivation for life-long learning, embracing the wider world;
- Cater for the needs of all pupils regardless of ability, race or culture and for everyone to share in the moral and spiritual life of the school;
- Encourage children to develop responsibility, independence, self-esteem, and a set of personal values to equip them for future challenges;
- Warmly welcome parents and treat them as partners;
- Value every member of the Community, showing mutual respect and tolerance of the needs and feelings of others.



## Catering for Curriculum Needs

<u>Target</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timescale</u>	<u>Success Criteria</u>
Working within the available budget, ensure that TA timetabling supports the needs of all pupils with SEN	Review TA timetable termly in line with IEP reviews	TA support is tightly targeted to supporting individuals and groups in line with the level of need	Already in place	All pupils have equality of opportunity to access the curriculum and make progress commensurate to their ability
To ensure lunchtime arrangements meet needs of children with disabilities	Lunchtime plans to be reviewed and parents of children with disabilities consulted to ensure needs being met	Headteacher with trained support staff	On-going	Blood tests are carried out and results acted upon. Parents to be advised if results unusual
The purchasing of books and software to be impact-assessed to ensure a fair representation of disabled persons	Consideration given when purchasing new resources regarding representation of disabled persons	All staff create appropriate orders	Immediate	A balanced set of books and software that represent disabled persons
To investigate the feasibility of a ramp in the older part of the school leading down to the class rooms	Headteacher and Governors to liaise with county and discuss best way forward for wheelchair access	Wheelchair access is investigated and a proposal developed	On-going	Plan is prepared to ensure wheel chair access is possible throughout school
To ensure that pupils with disabilities have equal access to extra-curricular activities	Ensure that a teacher, TA, or volunteer helper is available to support any extra-curricular activity in which a disabled pupil wishes to be involved  Ensure that the club organiser is aware of the level of need	Pupils with disabilities are included and supported, where necessary, by adult helpers	When the need arises	All pupils have equality of opportunity to access the programme of extra-curricular activities we run



<p>To ensure that any educational visits arranged may be accessed by both disabled and non-disabled pupils</p>	<p>Begin to compile a list of suitable visits with the necessary risk assessments pertaining to pupils with disabilities</p> <p>Ensure that residential visits are accessible to pupils with disabilities</p> <p>Consult the LEA policy for Educational Visits to determine the required level of adult supervision when organising visits which include pupils with disabilities</p>	<p>If the need arises, staff are well prepared to cater for the needs of pupils with disabilities on educational visits</p>	<p>Immediate</p>	<p>All pupils have equality of opportunity for out-of-school educational experiences</p>
<p>To ensure that all written materials can be available in alternative formats</p>	<p>Consult the LEA and Sensory Support Service for advice on converting written information into alternative formats</p> <p>Make staff aware of the need to produce worksheets/resource sheets on coloured paper and with enlarged fonts for some visually impaired and some pupils with specific learning difficulties</p> <p>Ensure that pastel shades of paper are always available and budgeted for</p>	<p>The school can provide written information in alternative formats</p>	<p>When the need arises</p> <p>Immediate</p> <p>Immediate</p>	<p>Delivery of information to pupils with disabilities and their parents is appropriate to their need</p>



<p>To ensure that notices around the school buildings and grounds, especially warning signs, are displayed at wheelchair eye-level height</p>	<p>Check signage and adapt if necessary</p>	<p>Displayed information and warnings are accessible to all</p>	<p>When the need arises</p>	<p>Delivery of information to pupils with disabilities and their parents is appropriate to their need</p>
<p>To ensure that pupils with some types of SEN feel at ease with the structure of the school day</p>	<p>Make staff aware of the need to create visual, interactive timetables for pupils who require a very structured approach or who need help to establish routines</p>	<p>Pupils understand when things are going to happen in the day/week and feel secure in the routine</p>	<p>Already in place</p>	<p>Pupils feel safe and secure and can make progress</p>



## Improving Access to the Physical Environment

<u>Target</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timescale</u>	<u>Success Criteria</u>
To review, at least annually, the suitability of classes to their classrooms	To ensure each classroom is suitably set out to enable all disabilities to access all facilities.	A suitable classroom will be available for any classes which includes a pupil with a visual impairment or a wheelchair user	Already taking place	The physical environment for all pupils is as adequate as we are able to make it
Improve access for pupils with auditory impairment	<p>Consult with the LEA and the National Association for the Deaf and Hard of Hearing as to the strategies we should need to adopt to cater for pupils with auditory impairment</p> <p>When preparing the budget, ensure that money could be available from the formula capital fund to begin to fund some arrangements to adjust the accommodation to be able to cater for a pupil with an auditory impairment, if necessary</p>	If needed to school could accommodate a pupil with an auditory impairment.	<p>When the need arises</p> <p>Awareness when preparing the budget each year.</p>	The physical environment of the school would be able to cater for a pupil with an auditory impairment