

THE DOVE-SHELL FEDERATION

East Crompton St James' CE (VA) Primary School

St Thomas' Moorside CE (VA) Primary School



Accessibility Policy and Plan

Date of Policy / Reviews	Author(s)	Approved by Gov. Body	Signed	Date for review
Sept 2022				Sept 2023
September 2023	L Fox & A Laskey			September 2024
September 2024	L Fox & A Laskey			September 2025
September 2025	L Fox & A Laskey			September 2026

Dove-Shell Federation
Disability Equality Scheme and Accessibility Plan (DES/AP)

Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010 and (Specific Duties and Public Authorities) Regulations 2017
- Education Act 1996
- Children and Families Act 2014
- Equality Act 2010 DfE (2014) 'The Equality Act 2010 and Schools'
- DfE (2015) 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'

Roles and Responsibilities

The Governing Body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented and monitoring its implementation.

The Executive Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing body, local authority and external agencies to effectively create and implement the school's Accessibility Plan.

The Inclusion Lead / SENDCO will be responsible for:

- Working closely with the head teacher and governing body to ensure that pupils with SEND are appropriately supported.
- Having oversight of the needs of pupils with SEND attending the school and advising the head teacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil because of their disability.

The Accessibility Audit

An accessibility audit will be undertaken every three years and will assess the following three areas:

- Access to the curriculum – the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the extent to which pupils with disabilities can access information on an equal basis with their peers.

The audit will consider all kinds of disabilities/needs, including physical disabilities, sensory impairments and some medical conditions, but not limited to, the following:

Updated by: A Laskey & L Fox (2025)

- *Ambulatory* – this includes pupils who use a wheelchair or mobility aid.
- *Dexterity* – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- *Visual* – this includes those with visual impairments and sensitivities.
- *Auditory* – this includes those with hearing impairments and sensitivities.
- *Comprehension* – this includes conditions, such as autism and dyslexia.

The findings of the audit will be used to determine actions needed to improve accessibility, taking account of pupil need, parental preferences and the school context.

The actions to be undertaken are outlined in the Accessibility Plan as below.

Monitoring and Review

The plan will be reviewed in the light of government, DFE and LA advice and on an annual basis by the governing body and headteacher. Changes to the plan will be communicated to staff and relevant stakeholders



Accessibility Plan The Dove-Shell Federation 2025

Priority 1: To Increase opportunities for disabled pupils and children identified with SEN to participate in the school curriculum including extra-curricular provision.

Objective	Implementation (Actions)	Implementation Outcomes	Who	Timeframe
To deliver an inclusive curriculum which promotes maximum participation by all.	• Deliver training on adaptive teaching methods using EEF materials. • Allocate IPADS/Chromebooks to individual pupils to support learning and personalised timetables. • Download recommended software. • Ensure all classrooms have Touchscreen TVs with adjustable screens. • Provide sensory box of items for all classes. • Replenish essential equipment/adaptive teaching resources (e.g. wobble cushions, pen grips, coloured acetates, timers, chair bands, theraputty). • Purchase specific exercise books with guidelines/coloured paper as necessary. • Analyse performance, identify barriers and provide well matched intervention to boost performance – (purchase necessary resources to deliver) and allocate regular training (Fasttrack Phonics, Freshstart Phonics Precision Teaching, BLAST/NELI, Social Skills, Sensory/physical circuit training). • Buy in a speech and language therapist.	Continued adaptations matched to pupil need, facilitating engagement. Targeted intervention in place boosting performance. Staff skills further developing. Reasonable adjustments made to maximise pupil potential and attainment.	Headteacher SENCO, Subject Leads All staff	Summer term 2026

	• Provide individual timetables with sufficient movement breaks for individuals. • Seek professional OT/EP/Sensory advice for appropriate adaptations for individuals. • Plan, provide for and where necessary (Y6) apply for access arrangements to support pupils taking tests.			
To ensure positive attitudes/British values to disability and diversity are fostered.	• Hold assemblies which explore modern families, beliefs, culture, world issues and religion. • Deliver specific themes and events, such as mental health, diversity. • Provide quality texts for reading corners which challenge stereotypes and promote tolerance. • Explore issues around equality within PSHE programme as well as across the curriculum. • Ensure subjects are led with equality in mind and that all staff understand the need to protect children against indirect discrimination and the reasonable adjustment duty. • Complete risk assessments using Evolve tool when planning enrichment off site. • Ensure groupings, such as Ethos Council, represent the 'voice' of all. • Discuss accessibility, equality and inclusion duties as Christian educators with governors.	Staff able to draw out key issues in texts. Pupils given opportunities to explore and understand equality. Community cohesion permeates school and curriculum and further promoted by special days, themes and activities.	Headteacher, SENCO, Subject Leads, All staff.	Summer term 2026

Priority 2: Improving the Physical Environment of the school

<u>Objective</u>	Implementation (Actions)	Implementation Outcomes	Who	Timeframe
To enhance the outdoor environment to maximise learning opportunities, accessibility and participation for all.	• To instruct architect to seek planning permission for bulding of 'Tree house' in the grounds of St Thomas' Moorside. • Commission the design and construction of a 'Tree House' to enhance the Forest School area at St Thomas' Moorside.	Continued improvements to the physical environment made with safety and wellbeing of all considered. Play and sensory offer improved.	Headteacher, Office staff, SENCO, All staff	Spring 2026

Priority 3: To improve the delivery of information for all pupils including those with disabilities.

<u>Objective</u>	Implementation (Actions)	Implementation Outcomes	Who	Timeframe
To ensure school information is accessible by all, including parents, carers, staff as well as pupils.	• Provide parents/carers with email documentation which can be enlarged/translated or make paper copies available at parent request. • Ensure School website is easily accessible and information is up to date. • Ensure paper copies of all statutory information on website are available via the office. • Ensure a smooth transition from Parent Mail to The Dove-Shell App to support access to information for parents and carers. • Provide parents with SIASS contact information. • Ensure signage around school/in class is accompanied by visuals where possible. • Consider seating positions in classes to accommodate needs (medical, sensory, physical.) • Purchase and maintain aids to support reading/recalling of information – coloured acetates, ipad, voice translation. • Maintain/disseminate up to date medical training and medical plans, agreeing suitable emergency procedures. • Ensure easy access for all staff to medical forms and documents, including asthma registers and dietary needs. • Draw up/share individual risk assessments/ evacuation procedures for those with specific needs ensuring reasonable adjustments are planned for off-site or extra-curricular activities.(PEEPs) • Access interpreters as and when required, e.g. formal reviews, induction meetings, attendance meetings.	Information is shared in various ways suited to additional needs. Managing safety and medical needs are prioritised.	Headteacher SENCO, Office Staff All staff	Ongoing