

Great Dalby School Accessibility Plan



Introduction

Under the Equality Act 2010, schools should have an Accessibility Plan.

Great Dalby Primary School aims to treat all stakeholders; including pupils, prospective pupils, staff, governors, other members of the school community and visitors to the school, fairly and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies so that there is no disadvantage to their learning, achievement or participation in school-life. The school is active in promoting positive attitudes to disabled people in school and in the community.

The purpose of the Plan

The purpose of this Plan is to identify the ongoing actions of Great Dalby School's Local Advisory Board to increase access to education for disabled pupils in the following three areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Vision and Values

Great Dalby School is committed to providing a broad and balanced curriculum for all children, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Teachers plan to meet the specific needs of individuals and groups of children and aim to remove all barriers that may prevent children accessing the full breadth and richness of school life. Provision is made, where necessary, to support individuals or groups of children to enable them to participate in all activities within school and to meet their potential.

What we currently do:

Curriculum:

- Data is obtained on future pupils to facilitate advanced planning, including pupils entering the Foundation Stage and those transferring from other schools;
- Established procedures for the identification and support of pupils with Special Educational Needs;
- Detailed pupil information given to all relevant staff;
- Regular home/school liaison;

- Differentiated curriculum to enable all pupils to feel secure and make progress;
- Teaching Assistants and Learning Support Assistants deployed to cover a range of curriculum needs e.g. speech and language, occupational therapy, literacy and numeracy;
- Special considerations for pupils taking part in tests;
- Strong links with outside support agencies;
- Consideration of children's preferred learning styles.

Physical Environment:

- Regular evaluation of the school site for accessibility by the Health and Safety Governor and YMB Boons Health & Safety advisor.
- Ramps into all buildings.

Information:

- Provision of information to pupils with a disability and their parents/carers through 1:1 meetings with members of staff:
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

Management, Co-ordination and Implementation

We share a whole-school approach to meeting the requirements outlined in our Accessibility Plan. A review of the plan forms part of our school development planning process, the progress of which is monitored termly by the Leadership Team.

We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

The Accessibility Plan is available on request at the School Office and on the school website.