



Dorney School's 3 years accessibility plan

3-year period covered by the plan: 2022-25

Plan agreed: March 2022

Plan Review: March 2025

Lead member of staff: Sharifah Lee (Headteacher)

School vision:

At Dorney School we believe in striving for the highest possible standards in everything we do. Our shared vision is to be aspirational and have high expectations and enjoyment. We believe that everyone should be treated with respect.

Our aims are to provide children in our care with all the necessary skills to continue their learning and development once they leave us. The staff and governors, in partnership with parents, are committed to offering a safe, secure and exciting learning environment in which our children can grow and flourish and reach their full potential.

We aim to achieve this by:

- Creating a love of learning and an enjoyable experience of school life.
- Encouraging independence and a lively enquiring mind.
- Developing confidence to try new tasks without fear of failure.
- Supporting children and celebrating their achievement.
- Helping children understand the wider world in which they live.
- Encouraging respect for others and different ways of life.
- Ensuring children acquire knowledge and life skills to become valuable and responsible citizens.

School context:

Dorney School sits on the very edge of Buckinghamshire in a quiet rural setting and supports children aged 4 - 11 years old. We have 7 classes of up to 30 children led by a team of dedicated, professional and caring staff. The school is smaller than the average-sized primary school. Children in the Reception class attend full time. The proportion of disadvantaged pupils – those who are supported by pupil premium funding – is below average. The pupil premium provides additional funding for pupils eligible for free school meals and those who are looked after. Most pupils are of White British background. The proportion of pupils from minority ethnic backgrounds is below that in most schools.



This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our vision statement by:

Continuing to improve all aspects of the physical environment of the school site, curriculum access and information. Accessibility will allow all disabled students to take full advantage of the education and associated opportunities provided by the school.

Definition (Equality Act 2010) “A person has a disability if he or she has a physical or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN Governor**
- **Head teacher**
- **SENDCO**
- **Business Manager**



	Targets	Strategies	Responsible	Timeframe	Outcomes
	All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access routes. Visual check.	Caretaker	Spring 2022	All disabled staff, pupils and visitors are able to have safe independent access. Ramps have been installed at the entrance of school and playground.
	All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness	Headteacher	Spring 2022	All pupils in school able to access all educational visits and take part in a range of activities
	Review parking bays: are they large enough for staff and visitors with disabilities. Have we got enough parking bays?	Review marked bays for disability parking nearest school entrance. Is the sign post visible enough?	Caretaker	Spring 2022	Disability bay close to school entrance clearly marked and visible. Meets the needs of disabled visitors and drivers
	Training for teachers on differentiating the curriculum	Ongoing training for all staff to understand how the curriculum must be adapted to suit the needs for all learners.	Headteacher	Spring 2022	Teachers are able to more fully meet the requirements of disabled children with regards to



					accessing the curriculum.
	Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing-impaired unit on the appropriate equipment when required	Sendco	Autumn 2022	All children have appropriate equipment to help with their progress
	Ensure classroom support staff have specific training on disability issues. Be aware of staff training needs	Ongoing training for all staff	Sendco	As required	Be aware of staff training needs. Staff access appropriate CPD/Online learning modules if required
	Ensure all staff are aware of disabled children's access to the curriculum	Set up a system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with child	Sendco	As required	Increase awareness of disabled pupils' needs and how to overcome barriers for access to the curriculum
	Use ICT software to support learning	Make sure software installed where needed	IT leader	As required	Wider use of SEN resources in classrooms
	Review PE curriculum to ensure PE accessible to all	Ongoing training for all staff	PE Leader	Spring 2022	All pupils to have access to a quality PE curriculum and be able to excel



	Improve signage and external access for visually impaired people	Yellow strip mark step edges	Caretaker	Autumn 2022	Visually impaired people feel safe and supported in school grounds
	Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	Headteacher	Autumn 2022	Excellent communication and displays. Teaching and learning resources accessible for all.
	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	Headteacher	Autumn 2022	Pupils and/or parents feel supported and included



	Consider incorporation of appropriate colour schemes when refurbishing and installation of window blinds to benefit pupils with visual impairments.	Seek advice on appropriate colour schemes and blinds as necessary	Caretaker	Spring 2022	Physical accessibility of school increased.
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