



Dunstable Icknield Lower School

Learn, Believe, Achieve



Accessibility Plan

Approved by	Governing Board	Date	24 Jan 2019
Reviewed	January 2019		
Next review due by	July 2021		

Dunstable Icknield Lower School is committed to safeguarding and promoting the welfare of children and young people.



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Dunstable Icknield Lower school we are committed to providing an accessible environment for all members of our school community.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.



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2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Increase confidence of all staff in differentiating the curriculum Resources reflect all members of society including those with disabilities	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms Review resources used	SENCo/ Class Teachers Class teachers / subject leaders	Sept 2020	Classrooms and resources enable children with disabilities to access the learning.
Improve and maintain access to the	The environment is adapted to the needs of pupils as required.	Improve external and internal	Yellow strip mark step and/or	Site Agent	July 2020	Stepped access is indicated by



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physical environment	This includes: Ramps Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height	environment access for visually impaired people Ensure all disabled individuals can safely evacuate and access building at all times	hazard boundaries Review regularly access and evacuation points and highlight these to all staff	Site Agent / Governors	Ongoing/ as required	yellow strips for visually impaired pupils Access and evacuation points are accessible to all
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Pictorial or symbolic representations	Ensure hearing and visual environment in classrooms is regularly reviewed to support hearing impaired and visually impaired children	Train members of staff in Makaton	SENCo	July 2020	At least 1 member of staff can use Makaton

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Mostly single story – two stories in 2016-built section consisting of four classrooms.	A Y4 child with a disability would be placed on the ground floor classroom with their peers.	Head	As required
Corridor access	Corridors of varying width due to age and design of building.	Keep access along corridors uncluttered.	All staff	Ongoing
Parking bays	Two disabled parking bays – one in staff car park, one next to dining hall building.	Request a disabled parking bay on residential street for visitors	Head	July 2019
Entrances	Four non-classroom doors to main building have step free access. Two doors to dining hall have step free access.	Signage to show disabled access.	Business Manager	December 2019
Ramps	One door to dining hall has ramp access. Early Years classroom has ramp access.	Signage to show disabled access.	Business Manager	December 2019
Toilets	Two disabled toilets in 2016-built section of school. One disabled and changing toilet for children only in EYFS area of school. Mobile support frame for disabled toilet access.			
Reception area	One narrow entrance – not accessible by wheelchairs.	Bell or signal to request assistance.	Office Manager	December 2019
Internal signage	Clear, lights up at night	None		
Emergency escape routes	Clearly signposted.	None		