



Sheep Dip Lane  
PRIMARY SCHOOL

# Accessibility Policy

## September 2016

Policy ratified on:	Sept 2013
Date for review:	Sept 2016
Signed Chair of Governors	J Thomas
Signed Head Teacher	F Parish

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Mrs F Parish  
Head Teacher

Growing Gifts 

## **Sheep Dip Lane Primary School: Accessibility Policy**

### **Reviewed: September 2016**

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#### Accessibility Plan 2013-2017

1. The Sheep Dip Lane Primary School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the four years period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Sheep Dip Lane Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
  - 4.1 Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - 4.2 Improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - 4.3 Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Curriculum Policy Equality Objectives

Single Equality Policy

Staff Development Policy

Health & Safety Policy (including off-site safety)

Special Educational Needs Policy

Behaviour Management Policy

School Improvement Plan

Asset Management Plan / Suitability Survey School Brochure / Prospectus and Vision Statement

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The School Brochure / Prospectus will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. The Accessibility Plan will be published on the school website.
13. The Accessibility Plan will be monitored through the Governor Finance Committee
14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

## Sheep Dip Lane Primary School – Accessibility Plan 2013-17

### *Improving Access to the Curriculum*

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by HT and SENCo	Continuous	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Monitored by HT	Continuous	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by HT	Continuous	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access Monitored by Chair of Governors	Continuous	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class (e.g. through Schools' provision map) and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff Monitored by HT and SENCo	Continuous	All pupils are supported to achieve their full potential

### **Improving Accessibility to the Building**

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

<b>LOCATION</b>	<b>ITEM TO IMPROVE PHYSICAL ACCESS</b>	<b>ACTIVITY</b>	<b>TIMEFRAME</b>	<b>Cost (est.) £</b>
Approach to school	Traffic calming and pedestrian crossings	Link to Travel Plan for school	Previously assessed and actions taken. School crossing patrol – raised issue with LA Sept 13 new post allocated.	Previously assessed and actions taken.
Outside areas	<p>Car parking</p> <ul style="list-style-type: none"> <li>◦ Paving</li> <li>◦ External steps</li> <li>◦ Delivery Vehicles / kitchen area</li> </ul>	<p>Improve marking and signage designated parking space for the disabled</p> <p>Previously assessed and action taken</p> <ul style="list-style-type: none"> <li>◦ Ensure are clearly visible, fencing to stop pedestrian visitors walking across or straight out into car park.</li> <li>◦ Link with H&amp;S work to ensure safe and appropriate pedestrian access to delivery area. Buzz entry gate.</li> </ul>	<p>Previously assessed and action taken</p> <p>By 2016</p> <p>By 2015</p>	<p>Fencing £2500</p> <p>£3000</p>
All areas	◦ Signage	<ul style="list-style-type: none"> <li>◦ Where possible to widen doors</li> <li>◦ Introduce visibility panels to doors where required</li> <li>◦ Improve classroom furniture layouts to increase access</li> </ul>	<p>By 2014</p> <p>Action already taken on all exterior doors.</p> <p>By 2017</p>	<p>Assessed action to be taken when required.</p> <p>If funding becomes available through grant/bid funding it will be incorporated into the</p>

		Fixed hoist for changing facility. ◦ Security access	By 2016 By 2014	design. £8500 Lazer Security Aug 2013
Main Entrance	◦ Main entrance and foyer	Replace external security doors to allow wheelchair access and smoother turn into school from the ramp access point.	Consider one wider door opening out to right rather than left.	If funding becomes available to develop front of school these measures will be incorporated in the design.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
Reception	◦ Audibility	◦ Consider installation of a loop hearing system for the counter	2015	£1000
	Weather shelter	Canopy over main entrance	2014	£2500
Corridors	◦ Remove trip hazards	◦ Observe fire exit routes Identify appropriate storage for equipment and ensure that items are not left indiscriminately Remove obstacles around signed emergency routes Hearing loop system points where appropriate and possible. Braille signage to toilets in classrooms, main learning zones.	2013  2013 continuous checks	Previously assessed and action taken Purchase a container/hire for all PE and outdoor equipment. £1500
	◦ Increase signage and aids for visual and hearing impaired Increase Braille signage around school		2017	£1000
			2015	£500
Main Block	Classrooms	Carpet flooring, exterior door replacing (rotten). Ramp access for Y4 pupil in a wheelchair. Significant decluttering / improve storage	Previously assessed and action taken  Sept 2013	Previously assessed and action taken  £250
Learning Resource room	Clear areas from obstacles and inappropriate storage			
West Corridor	Improve lighting	Lighting in central learning area by putting in possible sun tubes/new lighting.	July 2014	If funding becomes available through grant/bid funding it will be incorporated into the

◦ WCs	All existing toilets in old school part –west corridor classes x5 refurbished for additional space/toilets.	Refurbish all white ware, flooring, ventilation, lighting, tiling, sinks and hand drying.	In phases due to lack of any LA funding phase 1-2014 Phase 2 2015, 3 2016 and 4 2017.	design. £3000 per toilet area
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### ***Improving the Delivery of Written Information***

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.  The use of Q codes to be used for mobile internet linked access to key information from website.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	Continuous	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through hard copy and website	Continuous	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	As required	Delivery of school information to pupils & parents with visual difficulties improved.

Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Communication audit by LA. On-going Performance Management arrangements Training on range of issues such as functional use of language, Signalong. Other training as required	Awareness of target group raised	As required	School is more effective in meeting the needs of pupils.
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