

Dunclug Primary School



Disability Access Policy

Date: March 2022

Review Date: March 2025

Introduction

In Dunclug Primary we will **not** discriminate against pupils with Special Educational Needs due to their disability. We will promote the inclusion of Special Educational Needs pupils in all aspects of school life.

Dunclug Primary School welcomes the opportunity to build upon our current position and demonstrate how we intend within the given timeframe, to improve and increase the access to our school for both current and prospective pupils with a disability. This accessibility plan anticipates where possible the need to make reasonable adjustments to accommodate their needs in the following three areas: the curriculum, physical environment and provision of information.

Dunclug Primary School was established in September 1972 to serve the growing needs of children and young people within the Education Authority locality.

At present, the school delivers an all-inclusive and inventive educational experience to approximately 105 pupils who come from a diverse range of backgrounds. It caters for pupils of all abilities and has a dedicated Foundation Stage Learning Support Centre as part of the variety of provision offered by the school. It is hoped to have implemented a Key Stage Two Learning Support Centre in September 2022. It is also fully committed to providing high standards and access to a quality educational experience for pupils with a range of disabilities and to ensure that visitors can access our premises and avail of information as well.

School Vision

The aim of Dunclug Primary School is to provide an inclusive, welcoming and nurturing environment which embraces all pupils regardless of their ability and aptitude.

This is reflected in our school vision to provide a caring, safe and stimulating environment where pupils are nurtured and challenged to fulfil their potential and grow in to happy, confident and responsible young people and we take pride in the warm, friendly and happy atmosphere experienced by our pupils, staff and whole school community.

We endeavour to deliver our mission which is to deliver a high-quality education to every child. Through our values of openness, respect for all, reflecting on our policies and practices including teaching and learning, taking responsibility for our actions and reaching for excellence in all that we do, Dunclug Primary shows that it is fully committed to providing equal opportunities for participation in all aspects of school life for both pupils with a disability and non-disabled pupils.

Our school has established and continues to maintain strong partnership working with Dunclug Nursery, Dunclug College and local cross-community initiatives and actively seeks training and shares examples of good practice and resources with other schools.

Background legislation

Since SENDO does not require us to either alter physical features or provide secondary aids or services, this accessibility plan should be viewed alongside our current Special Educational Needs (SEN) policy for those pupils with a disability who may require additional provision to be made to support their needs in line with the graduated approach as set out by the Code of Practice.

The SEN & Inclusion policy for Dunclug Primary School outlines the three staged approach in line with the new Code of Practice and shows what additional provision we can offer to support pupils with SEN.

The definition of SEN includes, '*pupils with significantly greater difficulty in learning than the majority of children of the same age, or a disability which means that a pupil cannot make full use of the educational facilities generally provided for children of their age in ordinary schools, or they have not attained the lower limit of compulsory school age and is, or would be if special educational provision were not made for them, likely to fall within either of these positions when they are of compulsory school age.*'

It is important to remember that some children with a disability will have a special educational need and equally, not all children with SEN will have a disability.

SEN CATEGORIES

1. COGNITION AND LEARNING (CL)- Language, Literacy, Mathematics and Numeracy

a) Dyslexia (DYL) or Specific Learning Difficulty (SpLD) – Language/Literacy

b) Dyscalculia (DYC) or Specific Learning Difficulty (SpLD) – Mathematics/Numeracy

c) Moderate Learning Difficulties (MLD)

d) Severe Learning Difficulties (SLD)

e) Profound and Multiple Learning Difficulties (PMLD)

2. SOCIAL, BEHAVIOURAL, EMOTIONAL AND WELLBEING (SBEW)

a) Social and Behavioural Difficulties (SBD)

b) Emotional and Wellbeing Difficulties (EWD)

c) Severe Challenging Behaviour (SCB) associated with SLD/PMLD

**3. SPEECH, LANGUAGE AND
COMMUNICATION NEEDS (SLCN)**

a) Developmental Language Disorder (SEN)
(DLD)

b) Language Disorder (LD) associated with a
differentiating/ biomedical condition

c) Communication and Social Interaction
Difficulties (CSID)

4. SENSORY (SE)

a) Blind (BD)
b) Partially Sighted (PS)
c) Severe Profound Hearing Impairment
(SPHI)

d) Mild/Moderate Hearing Impairment
(MMHI)

e) Multi-sensory Impairment (MSI)

5. PHYSICAL NEEDS (PN)

Physical (P)

MEDICAL CATEGORIES

1. Epilepsy
2. Asthma
3. Diabetes
4. Anaphylaxis
5. Autism Spectrum Disorder (ASD)
6. Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
7. Dyspraxia/Development co-ordination disorder (DCD)
8. Developmental Language Disorder (Medical) (DLD)
9. Global Developmental Delay
10. Down Syndrome
11. Complex Healthcare Needs
12. Anxiety Disorder
13. Depression
14. Eating Disorder
15. Psychosis
16. Other Mental Disorder
17. Cerebral Palsy
18. Spina bifida – with Hydrocephalus
19. Spina bifida – without Hydrocephalus
20. Muscular Dystrophy
21. Acquired Brain Injury
22. Visual Impairment
23. Hearing Impairment
24. Physical Disability
25. Other Medical Condition/Syndrome

At Dunclug Primary School, we work within the current legislation and requirements to carry out our duties to support both current and prospective pupils with a disability. According to the Disability Discrimination Act 1995 (DDA), ***a pupil with a disability is considered to be a person who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*** Following the introduction of the Special Educational Needs and Disability (Northern Ireland) Order 2005, we endeavour to proactively avoid the potential for discrimination on the grounds of disability in our admission arrangements, education and associated services provided or offered and suspension and expulsion arrangements, by strategically planning to:

- To help protect children from discrimination.
- Not treat pupils less favourably for a reason related to their disability (unless it can be shown that this is justified).
- Make reasonable adjustments to avoid placing pupils with a disability at a substantial disadvantage compared to a non-disabled pupil.
- Increase the access for current and prospective pupils to all aspects of school life, education and the associated services we provide.
- Identify, assess and make provision to meet the SEN of individual children.

Definitions relating to the Disability Discrimination Act

The Disability Discrimination Act 1995 (as amended) (hereafter known as the DDA) only protects those who meet (or have met in the past) the following definition of ‘disability’: *“a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”* It is not so much about whether someone has a particular condition; but the effect it has on a person.

A summary of the terms and definitions relating to the above definition.

TERM

Physical impairment

DEFINITION

A weakening of a body part (eyes, ears, limbs, internal organs) which may have been caused by illness, an accident or from birth.

Examples may include: Cerebral palsy, muscular dystrophy, spina bifida, arthritis, hearing or sight impairment, diabetes, asthma, epilepsy, chronic fatigue syndrome (ME), HIV, cancer, multiple sclerosis (MS), facial disfigurement.

Mental impairment

Mental ill health or what can be recognised as difficulties in learning.

Examples of mental ill health may include depression, post-traumatic stress disorder, schizophrenia.

Examples of learning difficulties may include emotional and behavioural disorder, ADHD, ADD, emotional and

behavioural difficulties, autism spectrum disorders, developmental disorders e.g., dyspraxia.

Substantial

An effect of the physical or mental impairment that is more than minor or trivial – it is a limitation that is more than the normal differences in ability that might exist among people. It makes it more difficult and time consuming for the person to carry out a day-to-day activity compared to someone without the impairment. It does not have to be a severe effect.

Long-term

The substantial long-term adverse effect of the impairment is one which:

- has lasted at least 12 months; or
- is likely to last at least 12 months; or
- is likely to last for the rest of the person's life.

Normal day-to-day activities

The effect is likely to be detrimental.

The person's impairment must effect their ability to do an activity which most people can do on a regular basis e.g., washing and eating by affecting at least one or more capacity: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move everyday objects, speech, hearing or eyesight, memory, or ability to concentrate, learn or understand, perception of the risk of physical danger, taking part in normal social interaction, or forming social relationships.

Definition of discrimination

Article 15 defines “discrimination” by a responsible body against a disabled person as when:

- A current or prospective disabled pupil or student is treated less favourably than someone else (direct discrimination);
- The treatment is for a reason relating to the pupil’s or student’s disability and this treatment cannot be justified (disability related discrimination);
- There is a failure to make reasonable steps (unless this can be justified) to avoid placing a disabled pupil at a substantial disadvantage to a non-disabled pupil; or
- Victimisation or harassment occurs which has the purposes or effect of violating the disabled person’s dignity or has created an intimidating, hostile, degrading, humiliating or offensive environment for them.

Accessibility Plan

Under Article 18 of SENDO, the aim of the accessibility plan for Dunclug Primary School is to outline in writing how we will assign adequate resources to, implement, review and revise the plan over a period of three years in order to:

- Increase the extent to which disabled pupils can participate in the school’s curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and associated services provided or offered by the school.
- Improve the delivery to disabled pupils within a reasonable timeframe, and in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is usually provided in writing for pupils who are not disabled.

Information Gathering

In carrying out these duties, we have taken into consideration the ‘*Disability Discrimination Code of Practice for Schools*’, which was produced by the Equality Commission for Northern Ireland in 2006. We also draw upon guidance set out in the document ‘*Accessibility Planning: Information for Schools*’, which was issued by the Education Authority (2021).

It is anticipated that by making reasonable adjustments to overcome the barriers in each of the three planning areas identified above, that neither current nor prospective pupils who are disabled will be treated less favourably or placed at a substantial disadvantage compared to non-disabled pupils in accessing all aspects of school life.

Dunclug Primary School recognised the need to co-produce the accessibility plan. Pupils with a disability, their non-disabled peers, parents, and staff will all have sole knowledge and experiences of both the effect of the disability on the capacity to carry out normal, everyday activities as well as any barriers they may face such as attitudes, ability to navigate the environment and communication.

Data collection forms were used to collect information about pupils coming into our school and from their previous educational setting. This information will be treated in the strictest confidence. Parents are encouraged to make us aware of any changes to their child’s disability.

Current Position

Although the intention of an accessibility plan is to identify a series of actions to increase access to our school for disabled pupils, the information gathered and access audit carried out by Mr Beacom and Mrs Boyd revealed examples of good practice in each area.

Curriculum

Dunclug Primary School delivers the broad and balanced Northern Ireland Curriculum which aims to allow young people to develop their potential and to make informed and responsible choices and decisions throughout their lives.

In recognition of SENDO, reasonable adjustments are made to differentiate the curriculum, considering the preferred teaching and learning styles of pupils across a range of disabilities. Specific access arrangements, adjustments for homework completion, sensory lessons and resources needed such as touch screen interactive whiteboard, pre-printed handouts with key vocabulary, sloped writing board, and a 'Time Out card', are all available to help a pupil access the curriculum.

Pupils with a disability are encouraged to participate in all extra-curricular activities on offer. Risk assessments are carried out ahead of organising school trips and accessible transport is used as appropriate.

N.B. Some pupils with a disability may have specific needs and they will be provided with support which is additional to or otherwise different from that which is widely available. These pupils will have their support outlined in a personal learning plan and

Appropriate SMART targets set according to their priority areas of need. Their progress in meeting these targets will be monitored and reviewed to ensure that the reasonable adjustments being made are effective. For some children, a classroom or general assistant may be funded by the EA to support the learning and care needs of the disabled pupil, so that they can access the curriculum.

Physical School Premises

Dunclug Primary School is part of a campus with three schools, Dunclug Nursery, Dunclug Primary and Dunclug College. The main school building which is split over two levels and across four blocks. The site has additional features such as a playing field, outdoor play area, large playground, outdoor garden area with an outdoor classroom with mud kitchen and a shared carpark.

It has not been possible to install a lift, therefore, not all the facilities on the upper level are accessible for those with a disability. As a result of this, careful timetabling arrangements are made for pupils with mobility issues to be taught on the ground floor alongside their peers. The canteen and the assembly hall doors are wide to increase wheelchair access.

Refurbishment to the main school reception area, front courtyard and foundation stage area was completed in November 2020. and a medical room with changing facilities were also added along with a gender-neutral accessible toilet. There is also a gender-neutral accessible toilet with grab rails and movement space in the reception area. An additional hoist on a disabled toilet will be fitted here.

A designated parking spaces for Blue Badge Holders has been secured in front of the main school gate.

A portable sound system can be obtained from the Foundation Stage Learning Support Centre.

Information

The use of ICT with a range of accessible features including voice-activated software, is encouraged, and promoted throughout the school to enhance all aspects of teaching and learning. Staff and pupils at Dunclug Primary School have access to a range of software and resources on C2k which are designed to support the delivery of written information.

Booklets, worksheets or visual aids are provided in different formats in advance of lessons or within a suitable timeframe so that the pupil can become familiar with key vocabulary, instructions and concepts. Font size and colour can be adjusted.

A website, Twitter account and a school Facebook page have been developed so that information regarding school life can be shared with pupils, their parents, and the wider community. The school also promotes engagement with home through Seesaw.

Medical information

Information that is required to ensure the health and safety of pupils with a range of medical conditions is shared with staff and can be found on the staff noticeboard, the medical register on SIMS and the principal's office.

We have three members of staff who are trained First Aiders and hold current First Aid certificates which are updated as necessary in accordance with guidelines. Their photographs, names and how to contact them are displayed at various points around the school.

The First Aiders are:

- Mr Beacom (School Principal)
- Mrs Gilmore (P1 Assistant)
- Miss Lynch (Learning Support Assistant in the LSC)

All medication is kept in a central safe and secure place as appropriate within the staffroom or classroom.

Inhalers for those diagnosed with asthma are kept in filing cabinets and are available for use when required.

For some pupils with a disability, a care plan is provided by the NSEW Health and Social Care Trust which details the procedures to follow to meet the needs of the pupil. Staff receive regular and appropriate training as required.

Consent forms completed for any medication that is required to be taken in school by pupils because of their disability are completed by parents and maintained in line with the school's GDPR policy. All medication that is given is recorded.

School Accessibility Action Plan

Dunclug Primary School acknowledges that there is a requirement to build upon the current good practice which exists, by continuing and reacting where necessary, to take steps that are reasonable to avoid discrimination by placing a disabled pupil at a substantial disadvantage to non-disabled people within all aspects of school life.

Article 18 of SENDO places a responsibility on our school to plan strategically to find ways to overcome barriers that pupils with a disability may experience in accessing education and associated services provided by the school.

Efforts to improve accessibility to all aspects of the curriculum will include:

- High-quality teaching strategies as the starting point to meet the needs of pupils with a disability.
- Identification of adjustments, resources and provisions that are available for pupils with a disability at whole school level.
- Effective deployment of additional adult assistance.
- Training for all staff.
- A review of all school policies and procedures.
- Promotion of the presence of disability e.g., through displays, information on notice boards and hosting events throughout the school to celebrate World Down Syndrome Day.

The following areas for improvement have been identified to enhance the accessibility of the physical environment:

- Reduced clutter in classrooms and external areas. Identify somewhere to store equipment.
- The selection of appropriate furniture and equipment.
- a review of the use of indoor/outdoor space in consideration of pupils who are visually and/or hearing impaired.
- Independence of access to rooms.
- Creation of a sensory garden and outdoor classroom with mud kitchen.
- Development of an emergency alarm system to cater for those with a hearing impairment.

Improvements to the provision of information that is normally provided in written form will include:

- Clear, straightforward, and simple communication with pupils, parents, and the community.
- Staff awareness in the use of Makaton.
- Increased signage around the school.
- An improved school website with accessibility features.

Examples of capacities and barrier for pupils with a Disability

Capacity

Mobility: getting to/ from school, moving about the school and/or going on school visits.

Manual dexterity: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball.

Physical co-ordination: washing or dressing, taking part in games and physical education.

Continence: going to the toilet or controlling the need to go to the toilet.

Ability to lift, carry or otherwise move everyday objects: carrying a full school bag or otherwise fairly heavy items.

Speech: communicating with others or understanding what they are saying; how they express themselves orally or in writing.

Hearing: hearing what people say in person or on a video, DVD, radio or audio recording.

Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including visual presentations in the classroom.

Memory or ability to concentrate, learn or understand: work in school including reading, writing, number work or understanding information.

Perception of risk of physical danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing the road.

Potential Barriers

Steps, width of corridors/doors, heaviness of door, space to turn a wheelchair, pathways, carpark surfaces, kerbs, hoists.

Design of window catches, door handles, locks, taps for wash hand basin, availability of lifts, writing tasks.

Changing facilities.

Washrooms, toilets, wet rooms, room for wheelchair/ assistance.

Stairs, doors, distance to the school's entrance.

Availability of communication aids, assistive and augmentative communication, synthetic speech production equipment.

Harsh surfaces causing poor acoustic transmission, sound insulation, outside noise.

Lighting levels and quality stair tread edges, signage, controls, colour schemes.

Information on signage, textbooks, leaflets, noticeboards, website etc.

Alarm systems, home economics and science, canteen, school outings and trips.

Social interaction: taking part in group work, speaking to other peers and adults.

Seating arrangements, organisation of tasks.

Forming social relationships: making friends, attending clubs and societies.

Appropriate conversational and social skills.

Review

Mr Beacom and Mrs Boyd have the overall duty to implement the accessibility plan. They will monitor the school's success in meeting the targets by reviewing and reporting on it annually, or earlier if necessary. It will be made available for consideration by the Department of Education, Education Authority, or the Education Training Inspectorate, in a timely manner if required.

Revise

This accessibility plan is valid for a period of three years (March 2022 to March 2025). It will be revised at the end of the three-year cycle which coincides with the duration of the school development plan.

Dunclug Primary school acknowledges that it may not be possible for all changes to be completed within the lifecycle of this accessibility plan and if so, these actions may be taken forward into following plans.

Due to new knowledge arising from changes in legislation regarding their statutory duties, improvements in methods of teaching and learning, advances in technology and increased awareness of the effect of disabilities may inform the reasonable adjustments which can be made of new targets once another access audit is carried out.

Confidentially

The school respects the right of the pupil with a disability to have privacy. A pupil (if the school believes that they have sufficient understanding of the nature of the request) or a parent may request that the nature and existence of the disability is treated as confidential.

At Dunclug Primary School, we will treat all information provided with respect and in line with our GDPR policy. We will take any such request into consideration when deciding whether an adjustment is reasonable and discuss with parents and the pupil as appropriate to identify what can be reasonably expected for the school to offer without infringing upon the request for confidentiality.

However, both parents and the pupil with a disability must be made aware of circumstances (such as child protection, health and safety), in which it may be necessary for confidential information to be disclosed to maintain the best interests and safety of the child. They will be informed of when such information has been shared.

Complaints Procedure

The Board of Governors have taken steps in advance that are reasonable within the school context to avoid the potential for discrimination that cannot be justified. They have made these adjustments to ensure that the physical environment, curriculum, and delivery of information are accessible for current and prospective pupils with a disability so that they are not placed at a substantial disadvantage to non-disabled pupils.

However, both current and prospective pupils who have a disability and their parents are encouraged to firstly engage with the school and speak to Mr Beacom, the principal if they have further knowledge about the effect of their disability or to express suggestions that may support them. Sometimes we may be able to agree to and implement the requested adjustment(s) almost immediately.

In other cases, if this does not lead to a resolution, a formal complaint can be lodged. A copy of the school's complaints procedure can be provided from the school office and is also available on the school's website. In such cases, the responsible body for the school may require some time to take this latest information into consideration and may seek input from others including expert opinion before deciding if it is reasonable to take the steps to make these adjustments within the context of this school. Once a decision has been reached about whether the adjustment suggested is reasonable, we will write to you setting out the decision and the reason. We aim to respond to requests within ten working days and will continue to work in partnership with pupils and parents to alleviate where possible any disadvantage to pupils with a disability.

The Dispute Avoidance and Resolution Service (DARS) is a free, independent, and confidential service that can be availed of if you need support in trying to resolve a disagreement with the school or the Education Authority in relation to SEN. Contact details are as follows:

Service: Dispute Avoidance and Resolution Service

Address: Global Mediation (DARS)

55-59 Adelaide Street

BELFAST

BT2 8FE

Phone number: 028 90 726060

Email address: DARS@globalmediation.co.uk

Links to other policies

[Admissions](#)

[Assessment](#)

[Anti-Bullying](#)

[Child Protection](#)

[Complaints](#)

[Curriculum](#)

[Fire Safety and Evacuations](#)

[General Data Protection](#)

[Health and Safety](#)

[Homework](#)

[ICT](#)

[Intimate Care](#)

[Safe Handling and Restraint](#)

[Positive Behaviour](#)

[School trips and Educational Visits](#)

[Special Educational Needs & Inclusion](#)

[Medical](#)

[Transition](#)

[Transition for Children with SEN](#)

[Autism](#)

[Equality and Diversity Policy.](#)

Dunclug Primary School
Accessibility Plan 2021/22
2022 to 2025



Developing an Accessibility Plan

Following the completion of an access audit, we implemented an action plan with short-term (to be addressed within the first year of the accessibility plan), medium-term (commenced or addressed during the current accessibility plan) and long-term targets (started but seen as an ongoing process), against each action point.

Targets Achieved by February 2022:

- All entrances to the building have wheelchair access and there is wheelchair access to downstairs classrooms, playrooms, 2 disabled toilets, school library, ICT Suite, Canteen, Assembly/PE Hall.
- Two changing/toilet areas within the school. One in the Junior Area and one in the Senior Area of the school.
- All downstairs classrooms accommodate disabled pupils.
- Car Park shows Disabled Parking and surrounding ground has safe pedestrian crossing.
- The School's Playpark Area is wheelchair accessible.
- Intimate Care Policies are in place and relevant forms are completed and signed by the parents/carers.
- Intimate care facilities within the school.
- Safe Handling and Restraint Policy in place.
- Medical and Covid-19 Risk Assessments completed for vulnerable pupils.
- The use of Home Link Books and Seesaw is used to help communicate with school and home.
- The school has a Learning Support Centre in the Foundation Stage.
- The school accommodates two Sensory/Calm Areas within the school.
- Classrooms are considered to be dyslexia, ADHD, ADD, ASD friendly with adaptations made as required.
- The Disability Access Policy is in union with our SEN and Inclusion, Equality and Diversity Policy.
- Downs Syndrome Training for all Staff members in August 2020. One Assistant trained in British Sign Language. Makaton used within the school.
- Outdoor Classroom established in March 2020 with sensory areas and a mud kitchen.

- All classrooms have interactive whiteboards with wall mounted hoists to enable height adjustments.
- Developed effective approaches for supporting pupils with Down's Syndrome

Responsibilities

Board of Governors

The BoG has the overall duty for ensuring that:

- The school complies with disability-related legislation e.g., DDA, SENDO, SEND (NI) Act
- The accessibility policy and its procedures are implemented by the principal.
- All policies promote accessibility for those with disabilities.
- Regard is given to advice from the DE, EA and other relevant agencies when making decisions.
- Barriers which require expenditure are reduced over time.

Principal (Mr Beacom)

The principal is responsible for:

- Ensuring that school policies anticipate the needs of disabled pupils in general.
- Implementing the accessibility policy and related procedures for disabled pupils, staff and visitors alike.
- Ensuring that all staff are aware of their responsibilities.
- Facilitating training as appropriate for staff in relation to the various types of disability.
- Highlighting to all staff their duty to make reasonable adjustments.
- Making staff and pupils aware of the process for reporting and following-up on bullying, victimisation and prejudice relating to disability.

Learning Support Coordinator (Mrs Boyd)

- Ensuring that the needs of disabled pupils are taken into consideration in all planning. If a disabled pupil also has SEN check that they been provided with additional special educational provision.
- Liaising with external agencies to ensure that advice, support and training is disseminated and acted upon.
- gathering information on accessibility targets.
- Helping to monitor and review accessibility targets and deciding on new ones.
- Meeting with pupils and parents to seek their views.

All Staff

- Knowing they are responsible for enacting the procedures associated with the accessibility policy.
- Dealing with bullying, victimisation and discrimination relating to disability.
- Challenging prejudice and stereotypes relating to disability.
- Attending any training deemed necessary regarding disabilities.
- Keeping up to date with the necessary legislation.
- Promoting and modelling positive approaches to disability through words and action.

Pupils

- Avoiding participation in discriminatory behaviour or using disablist language/name calling or bullying.
- Providing peer support and avoiding social exclusion.
- Adhering to the school's accessibility policy.

Parents and Visitors

Any parents/ visitors to the school must:

- Be made aware of the school's accessibility policy.
- Not demonstrate discriminatory behaviour or language whilst on the school premises.



DUNCIUG PRIMARY SCHOOL

Action Plan for 2022-2025

Increasing Access to the Curriculum, including ICT.

The extent to which disabled pupils can participate in the curriculum covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities and school visits etc.

Aim – To increase the extent which pupils with a disability can participate in the school curriculum.

Short Term Targets	Strategies	Outcome	Timeframe & Responsibilities
To continue to ensure that all pupils can access any school trips.	<p>Identified provider of wheelchair friendly transport services.</p> <p>Identify suitable venues for pupils with a disability.</p> <p>Use of Risk Assessments for any trips.</p>	All pupils are able to attend school outings with their class/school.	<p>Ongoing</p> <p>BoG and Mr Beacom</p>
To continue to ensure there is a variety of activities, including discussions, COE, oral presentation, writing, library, ICT, iPads, practical tasks, outdoor play, orienteering, PDMU etc	<p>Detailed planners throughout all year groups.</p> <p>Frequent monitoring and evaluations of teaching and learning.</p> <p>Identified learning styles.</p> <p>Classroom organisation including effective use of additional adults.</p> <p>Timetabling of classes/ICT Suites/play etc</p>	All pupils will enjoy interactive and motivating learning comfortably through a range of activities and learning.	<p>Ongoing</p> <p>Class Teachers</p>
Ensure specialist keyboards or other specialised items can be connected	<p>Large and colourful keyboards (2-3) installed in ICT suites.</p> <p>Access to earphones.</p>	Children will be able to use a laptop or computer comfortably and at ease.	<p>2021-22</p> <p>Class Teachers ICT Coordinator</p>

to a computer or a laptop.	Use of joysticks.		– Miss Thompson.
Medium Term Targets	Strategies	Outcome	Timeframe & Responsibilities
Ensure that teachers and adult assistants have the necessary training to teach and support pupils with disabilities.	<p>Continue with anaphylaxis training every 1-2 years for relevant staff.</p> <p>Keep training for First Aiders update with the potential of training more staff.</p> <p>OT to visit children and inspect premises who are on a wheelchair every year to ensure health and safety measures are in place.</p> <p>Continued development of Downs Syndrome Training.</p>	Relevant Staff will have has up to date and appropriate training need to ensure they are able to support pupils with disabilities.	<p>Ongoing</p> <p>Mr Beacom</p> <p>BoG</p> <p>Mrs Boyd</p>
Ensure that all children have full access to the NI Curriculum.	<p>Regular home communications.</p> <p>Adjustments made by class teacher.</p> <p>Personal Learning Plan</p>	All children will be fully engaged in the NI Curriculum.	<p>Ongoing</p> <p>Mr Beacom</p>
To ensure that staff have access to advice and support in specialised ICT equipment and programmes from ICT coordinator, EA Services and external agencies.	<p>Training on new touch screen IWB for all class teachers.</p> <p>Regular discussions and meeting on C2K resources available along with apps on iPads.</p>	Teaching staff and non teaching staff will extend their teaching strategies using ICT to ensure motivation, enjoyment, learning and attention.	<p>2021/2022</p> <p>Mr Beacom</p> <p>Miss Thompson</p>
Long Term Targets	Strategies	Outcome	Timeframe & Responsibilities
For all staff to recognise and allow the mental effort expended by some pupils, for example when listening or lip reading.	<p>Continued training in hearing impairments and the use of Bahas from specialists.</p> <p>Give pupil extra time to respond.</p> <p>Audio visual materials.</p> <p>Any radio systems.</p>	Staff, throughout the key stages, to implement a range of strategies for pupils with hearing impairments so they can interact and reach their full learning potential.	<p>Ongoing</p> <p>Mr Beacom</p> <p>Mrs Boyd</p> <p>Class Teachers</p>

Governors, staff and pupils receive relevant up to date training and education in disability issues.	Continue to invites Governors and non teaching staff to training days in August and/or throughout the year.	Staff will be able to appreciate and implement strategies taught on training days and to ensure the children with a disability are nurtured and reaching their full learning potential.	Ongoing – annual training dates. Mr Beacom and Mrs Boyd.
To ensure all staff are aware of the various programmes available through C2K which will assist them in the preparation and delivery of the curriculum to ensure that the disabled pupil receives a high quality teaching and learning experience.	Staff can use a range of motivating and exciting softwares to promote learning in Literacy and Numeracy as well as creative subjects. Eg Tizzy’s Toybox Life Skills All About Spider Scratch Minecraft for Education	Teachers will ensure that pupils receive a high quality teaching and learning experience throughout their school career.	Ongoing Class Teachers

Improving Access to the Physical Environment

This is the making of improvements to the physical environment for the purpose of increasing the extent to which disabled pupils are to take advantage of education and associated services provided by the school.

Aim – To increase the extent to which pupils with a disability can access the physical environment.

Short Term Targets	Strategies	Outcome	Timeframe & Responsibilities
To continue to ensure that all pupils have a classroom suitable to their needs and everyone is made to feel welcome.	SEN Department and OT can advise and train schools to use adjustable chairs, walking frames and standing frames within classrooms. Consider classroom layout and height of tables, IWB, table top etc	Children on wheelchairs can also use standing frames as part of their development.	Ongoing
To provide the Quiet Garden Area	School to seek funding and Board approved provider to build ramp.	The Quiet Garden Area will be accessible independently by wheelchair users.	2022/23? Mr Beacom and BoG

Garden with a ramp.			
Medium Term Targets	Strategies	Outcome	Timeframe & Responsibilities
To ensure that furniture and equipment provided can be adjusted and found according to the needs of the pupil with a disability.	New hoist for disabled toilet at reception. Regular inspection of facilities. Steps and signs are clearly indicated.	Equipment and facilities are safe and adjusted to meet the needs of a pupil with a disability.	Ongoing BoG Mr Beacom Mrs Boyd
Pathways for navigating throughout the school site are safe, free from hazards, logical and well signposted.	Ramps and pathways throughout the school. Possible use of a portable ramp. Entry levels kept free of ice, snow, litter bins, litter and over hanging projections. Use of hand rails.	Pathways throughout the school are safe and free from hazards on a daily basis.	Ongoing BoG Mr Beacom Mr Crawford – Building Supervisor
Long Term Targets	Strategies	Outcome	Timeframe & Responsibilities
To ensure emergency and evacuation policies and procedures consider the needs of those with SEND.	Up to date policy in place that is shared with staff.	All staff are aware of the emergency and evacuation procedures in place for children with SEND.	2022-23 BoG Mr Beacom Mrs Boyd
To ensure that the building is within convenient distance of public transport.	Future building of a bus depo closer to the school grounds. Clear disabled parking spaces at school gate.	Access to the school building is safe and at a convenient distance.	2023-24? EA BoG

Delivery of Information

The improvement in the delivery to disabled pupils within a reasonable timeframe, and in ways that are determined after taking account of their disabilities and any preferences expressed by either them or their parents of information which is provided in writing for pupils who are not disabled.

Aim – To increase the extent to which pupils with a disability can access information that is normally provided in written form.

Short Term Targets	Strategies	Outcome	Timeframe & Responsibilities
To ensure all relevant locations have clear signage.	<ul style="list-style-type: none"> A signs system. Keep signs up to date. Use of large print and fonts. Maintenance and repairs of signs. 	All relevant locations will have noticeable and easy to understand/read signs.	2022-23 Mr Beacom Mrs Boyd BoG
Medium Term Targets	Strategies	Outcome	Timeframe & Responsibilities
To ensure staff are familiar with ICT and practices available which have been developed to assist people with disabilities.	<ul style="list-style-type: none"> Accessible web pages, eg, translation functions. Training from specialist services. Possible use of a school passport. Staff awareness of C2K packages. 	Teaching and non-teaching staff are aware of useful ICT practices to ensure enjoyment in learning.	Ongoing Mr Beacom Mrs Boyd Miss Thompson
Long Term Targets	Strategies	Outcome	Timeframe & Responsibilities
To ensure information is provided in large print, in audio version or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information.	<ul style="list-style-type: none"> Future investment in braille and training? Large prints, legible fonts and spacing. Non-glossy paper. Audio CDs and softwares. Bahas. Symbols system. Subtitles on videos. 	The school will be more familiar with how to ensure information is provided for pupils with vision and hearing impairments.	Ongoing By 2025? Mr Beacom Mrs Boyd BoG

