

Dollis Primary School



Accessibility Plan 2026-2027

1. School Vision and Values.

Our vision is: **Excellence in All we do! Shaping attitudes, efforts and ambitions.**

It is our firm belief that every child should leave Dollis Primary with:

- the knowledge, skills and education that prepares them for secondary school, adult life and the world of work,
- a sense of responsibility as a future global citizen;
- ambition and an awareness of their limitless potential and
- a thirst to be a motivated learner for life.

Our values of **Kindness, Honesty, Respect, Determination, Courage and Ambition** are the golden threads of our ethos. They permeate the teaching of every subject area and underpin the inclusive nature of our broad and rich curriculum and vision.

We aim for our school to be a place where individual strengths are nurtured so that children can achieve at an outstanding level.

Dollis Primary School Accessibility Plan

1. Introduction

At Dollis Primary School we have created an inclusive school community where everyone is valued and where children develop respect for themselves as well as develop positive attitudes towards learning. We strive to minimise barriers to learning and discriminatory practices and to develop and maintain partnerships between parents/carers and staff in meeting the needs of all children. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

2. Equal Opportunities and Inclusion

We believe that it is the right of all children regardless of their gender identity, sexuality, ethnicity, physical ability, linguistic, cultural or home background or beliefs to have access to quality learning experiences in a safe, secure, accessible and supportive environment. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Access Plan.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- he or she has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out 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.

3. Objectives/Intent

Dollis Primary School is 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments

to accommodate their needs where practicable.

4. Implementation

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their 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 schools 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.

Our school offers an adapted curriculum for all pupils. We use resources tailored to the needs of the pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities, curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs and the curriculum is reviewed to make sure it meets the needs of all pupils.

- Improve and maintain 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. In our school, this includes: ramps and corridor width, disabled parking bays, disabled toilets and changing facilities and library shelves at wheelchair-accessible height.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe. Our school uses a range of communication methods to make sure information is accessible. This includes, internal signage, large print resources, braille, induction loops and pictorial or symbolic representations

Dollis Primary School will 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 need.

Equality impact assessments will be undertaken as and when relevant 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.

Whole school training recognises the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan will be resourced, implemented, reviewed and revised as necessary by appropriate members of the Senior Leadership Team and the site managers. It will be reported to the Governing Body annually and is published on the school website.

The appendices include action plans showing how the school will address the priorities in the infant and junior buildings identified in the plan.

5. Related Policies and Procedures

- SEND and Inclusion Policy
- SEND Information Report
- Safeguarding and Child Protection Policy
- Emergency Evacuation/Invacuation Plan
- Personal Emergency Evacuation Plans
- Health & Safety Policy
- Educational Visits Policy
- Teaching and Learning Policy

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Dollis Primary School ACCESSIBILITY PLAN

- a. Improving
- b. Improving



the physical environment
the delivery of information

Ref	Area	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
Parking and Approach							
1	Staff Car Park	Identify a suitable and sufficient parking bay provided for disabled people.	Immediate	High	£5-10	Completed 2021 Completed last DDA audit done by Gina Mime - 10/2020 due 10/2030	Simon Webster
Adaptations							

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2	Glass Doors	Ensure that on mainly glass doors, there is clear identification warning on the door.		Medium	Low cost	Completed 2021 Completed last DDA audit done by Gina Mime - 10/2020 due 10/2030	Simon Webster
3	Toilet hand rails	Two toilets have been identified as wide enough to accommodate a Walker or wheelchair (front only -no manoeuvre). It will need to have horizontal grab rails fitted (possibly to each side) to facilitate independence.	Immediate	Medium		Completed last DDA audit done by Gina Mime - 10/2020 due 10/2030	Simon Webster SLT

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Emergency Access

4	PEEP	Ensure PEEP is in place for any individual children and/or visitors that may require one.	Immediate	High	No Cost	Ongoing and checked yearly	Simon Webster SLT
5	Fire safety	Safe places of refuge need to be well signed posted and easy to access. Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired.		High	Low cost	Ongoing	Simon Webster SLT
Training							

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6	Manual handling training	Identified members of staff to be trained in manual handling for children physical disabilities	Ongoing	High	No cost	Identified members of staff Completed Sept 2021	SLT Identified members of staff
7	Staff training in supporting pupils with SEND.	SENCo or external services to deliver any relevant training and support.	Ongoing	Low		Ongoing	SENCo/SLT
General considerations							
8	Corridor/floor space	Keep corridors and floor space clear from obstructions.	Ongoing	High	None	Ongoing	All staff

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9	Classrooms	Organised to promote the participation and independence of all pupils.	Ongoing	High	Possible resource implications where gaps are identified	Ongoing	All staff
10	Adapted teaching	Consistent and appropriate differentiation for all pupils with interventions and additional support where necessary. SLT/SENCo to monitor quality of adaptive materials and provision for SEND pupils.	Ongoing	High		Ongoing	All staff SLT

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11	Written materials and resources within the classroom	Availability of written material in alternative formats when specifically requested. The school will make itself aware of the services available for converting written information into alternative	Ongoing	Low		Ongoing	SLT All staff
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12	Website documentation	Review documentation on website to check accessibility for parents with English as an Additional Language. The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing	Low		Ongoing	SLT
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Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
1. To increase the extent to which disabled pupils can participate in the school curriculum Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.					
	To liaise with Admissions and other schools to review potential intake annually for each September or in year places	To identify pupils who may need support additional to or different from provision	SENCo/teaching staff	Ongoing	Procedures / equipment / ideas set in place by September
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Head Teacher All Subject Leaders	Annually	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families	Head Teacher All Teachers and staff	Annually	Clear collaborative working approach

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	To establish close liaison with outside agencies for pupils with on-going health, behavioural and language needs, e.g. children with medical needs, such as epilepsy, mobility issues, speech and language as well as social and emotional needs.	To ensure collaboration between all key personnel	Head Teacher SENCO All staff Outside Agencies	Ongoing but reviewed Termly	Clear collaborative working approach
	To increase access to the curriculum for children with a disability	Utilising external specialist advisory teachers for CPD for staff and: • a differentiated curriculum with alternatives offered • a range of support staff including trained teaching assistants • multimedia activities to support most curriculum areas • use of interactive ICT equipment • specific equipment sourced from occupational therapy	Teachers TAs SENCo Educational Psychologist	Ongoing but reviewed Termly	Advice taken strategies evident in classroom practice.
2. Improve and maintain access to the physical environment of the school to increase extent to which disabled	Improve physical environment of the school	Dollis Primary School will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, disabled car parking space, lighting, and colour schemes, and more accessible	SLT Site Manager	Ongoing, but reviewed Termly	Enabling needs to be met where possible

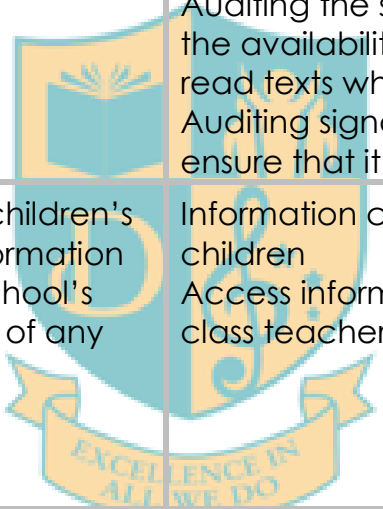
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pupils can take advantage of education and associated services		facilities and fitting			
	Ensuring all with a disability are able to be involved	Monitor access information for individual disabled children Include questions in the admissions interview for parents / carers' to assess access needs	SENCo All Staff	Ongoing	Enabling needs to be met where possible
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies. Identifying training needs and establish individual protocols where needed. To conduct pupil interviews / questionnaires to identify children's' views and areas of support	Admin team SENCo Class teachers First Aiders School Nurse	Ongoing as and when is needed To be reviewed constantly	Enabling needs to be met where possible Staff to be confident in administering First Aid as required. Designated First Aiders to accompany various outings and trips where necessary
	Ensure disabled parents have every opportunity to be involved	Provide disabled parking space for disabled parents to drop off and collect children Offer a telephone call to explain letters home for some parents who need this	Site team SENCo Class teachers Whole school team	Ongoing as and when is needed To be reviewed constantly by Site team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

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		Adopt a more proactive approach to identifying the access requirements of disabled parent			
	To continue to improve community links	Dollis Primary School to have strong links with the wider Barnet community	SLT All Staff	Ongoing but reviewed Termly	Improved awareness of the wider community of Mill Hill Improved community cohesion
	To continue to develop playground facilities	Provide playground markings for various games and activities	SLT	Ongoing	Inclusive child friendly play areas
	To ensure driveways, roads, paths around school are as safe as possible	Monitor pathways etc particularly after snow falls and heavy rain, carry out clearing of paths as necessary Communication with parents	Site Manager SLT All staff	Reviewed as appropriate	No serious accidents Increased safety around school Parents not to drive on to school premises
3. Improve the delivery of information to pupils and parents with a disability	To ensure all children with ASC have access to the curriculum, appropriate to their needs	Regular parental communication meetings Individualised teaching strategies used for ASC children	Class teachers TAs SENCo	Ongoing but reviewed Termly	ASC children able to access the curriculum, appropriate to their needs
	To enable improved access to written information for pupils, parents and visitors	Use symbol software, overlays to support learners with learning / reading difficulties Raising awareness of font size and page layouts to support pupils/ parents with visual impairments	SLT SENCo	Ongoing but reviewed Termly	All pupils, parents / carers and visitors are able to access written information

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	 Auditing the school library to ensure the availability of large font and easy read texts when this is a need Auditing signage around the school to ensure that it is accessible to all			
To review children's access information ensuring school's awareness of any disabilities	Information collected about new children Access information passed onto each class teacher and support staff	GDPR Auditor Office staff SENCo Class teachers Outside agencies	Ongoing but reviewed Termly by GDPR Auditor	Each teacher / staff member aware of disabilities of children in their classes
School record system to be reviewed and improved where necessary	Record keeping system to be reviewed	SLT	Continual review and improvement	Effective communication of information about disabilities and safeguarding throughout school