



E-ACT The Dolphin  
School

## **The Dolphin School Accessibility Plan** **2024 to 2025**

1. Access Audit for The Dolphin School Building
2. Action Plan

### **Access Audit**

#### **The Dolphin School Building at 25a Bath Buildings:**

The Dolphin School was a new building which opened April 2017 and therefore the school is compliant with recent legislative requirements as set out by building regulations.

The new building is a three-storey building with classrooms based on all floors. There is a large and small hall on the ground floor and a library on the first floor. There is a roof garden on the second floor. The Administration space is on the ground floor and staff room on the first floor. The Reception Class is located on the first floor with access via a bridge with stairs and includes their own play space. Reception children enter school via this bridge from the Cheltenham Road entrance. All other pupils enter school via 25a Bath Buildings gate entrance. There is a lift to all floors if supported access is required.

All Internal doors are wheelchair accessible and an accessible toilet is located on each floor. These are fitted with a handrail and a pull emergency cord. There is a flashing fire light alarm for pupils or staff using the accessible toilet in case of fire. There are wide corridors and a 30.RAL difference between the colours of the walls and the flooring for pupils and staff who may have a visual impairment. The school has internal emergency signage and escape routes are clearly marked for all. School has considered appropriate colours and blinds for decorating classes.

Parking for Staff and Parents/Carers is on the road which is permit parking only. Blue badge holders could park on the road and display their parking badge within the Bristol City Council guidelines for on road parking. This is not a designated blue badge park bay and if needed an assessment would be carried out and provision made to accommodate parking if needed.

### **The Dolphin School Action Plan 2024-2025**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Curriculum Access</b>	<p>Provide additional I.T equipment so pupils who need equipment to access the curriculum can do so as much as possible on their own laptop/tablet.</p> <p>As well as the use of ICT software to support learning</p>	<p>To look at resources we have available and identify any additional needs</p> <p>Make sure software installed where needed</p>	<p>Better use of facilities as a teaching resource.</p> <p>Wider use of SEN resources in classrooms and accessible resources in Artist and Engineers room.</p>	Ongoing reviews in Term 1 when pupils arrive or when new pupils arrive and require this support.	<p>2023 2024 – several pupils who required individualized laptops had consistent access to this resource.</p> <p>Review and ensure this continues into 2024 2025</p>
<b>Curriculum Access</b>	To ensure that SEN children are fully supported to accessing the curriculum and to plan well in advance for transition to Secondary School.	<p>Apply for statutory assessment (EHCP) as necessary.</p> <p>Review TA/ support staff structure and provision</p>	<p>Pupils have the required level of support.</p> <p>Structured transition processes are in place</p>	Ongoing	<p>All EHCP and Top Up applications successful 23 24.</p> <p>2 transition reviews completed and secondary school requests made within deadlines.</p>
<b>Curriculum Access</b>	Increase confidence of all staff in differentiating the curriculum and embedding inclusive practices. Adaption and scaffolding using		Raised staff confidence in strategies for differentiation and specific planning for those pupils working out of year group.	Ongoing and increased support for staff who join school after this training.	<p>SEND CPD for staff across the year to be delivered in PDM's, Inset days and SEND Clinics.</p> <p>This training will include:</p>

	new CUSP curriculum	Audit and plan for staff training needs on curriculum access. Including; dyslexia friendly classrooms & Autistic Spectrum Disorder (ASD) friendly classrooms  Make sure software installed where needed			Behavior and Engagement staff training and ASC awareness Learning Journey planning for pupils working out of year group. EFF Adaption and scaffolding Provision Map Effective use of TAs
<b>Curriculum Access</b>	All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	All pupils in school continue to be able to access all educational visits and take part in a range of activities	Ongoing	All trips accessible for all pupils but are dependent RA if needed.
<b>Physical Environment</b>	The school is aware of the access needs of disabled pupils, staff, governors,	To create access plans for individual pupils as part of the	Support in place for pupils as required and all staff aware of pupils needs	On-going and when required.	Lift has been maintained as needed.

	parent/carers and visitors	support plan process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process	All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues		Individual RA in place for anyone requiring the lift. 2023 2024 there were no pupils, staff or visitors requiring the lift for access due to disability.
<b>Physical Environment</b>	Ensure all pupils can be safely evacuated including pupils with SEN and or Mobility difficulties.	Develop a system to ensure all staff are aware of their responsibilities in relation to pupils with SEN and or Mobility difficulties.	All pupils and staff working alongside pupils are safe in the event of a fire	As required and reviewed in September each year or as new pupils arrive and there is a need for a PEEP	Personal Emergency Evacuation Plan written for pupils identified as requiring support.
<b>Physical Environment</b>	Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from LA HI and VI advisory teachers	All children have access to the best possible and practical environment to support any difficulties they may have with a sensory impairment.	As required	Adjustments made yearly as pupils move up through the school. 2023 2024 – one pupil with HI and none with VI
<b>Medical Need</b>	To ensure that the medical needs of new pupils are met	To conduct parent discussions, liaise with external	For medical needs to be fully met	As new children are known to be arriving.	Staff trained as needed to manage

	fully within the capability of the school.	agencies, identifying training needs and establish individual plans where needed.			medical needs of pupils. School Nurse identified and able to take referrals.
<b>Access to Information</b>	Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms	All parents receive information in a form that they can access All parents understand what the headlines are of the school information	During induction On-going	The Office staff are aware and will help identified parents as we become aware of a difficulty to access information.
<b>Access to Information</b>	Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	Excellent communication. Ongoing appropriate use of resources	As required	Most communications are now electronic and backed up with paper copies as needed. Google translate is used and parents are supported as needed.
<b>Access to Information</b>	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Staff produce their own information on accessible formats	Ongoing	Staff have awareness of accessible fonts which are best to use for white board screens. Staff are experienced in basic

					screening for colour overlays for pupils.
<b>Access to Information</b>	Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	Pupils and/or parents feel supported and included	As required	Most information is now electronic and when this is not the case the office and or Family Support Worker supports parents/carers.