



Downlands Community Primary School Accessibility Plan

Reviewed/ amended	November 2022
Ratified by Governors	
Next Review	November 2023

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for children with Special Educational Needs or Disabilities (SEND);
- b) improve the physical environment of the school to increase access for with Special Educational Needs or Disabilities (SEND); and
- c) make written information more accessible to with Special Educational Needs or Disabilities (SEND) by providing information in a range of different ways.

A person has a disability or Special Educational Need if they have a **physical or mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for **Downlands Primary School**.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability* policy and related *SEN information report*;
- Policy for *Supporting pupils at school with medical conditions*; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

3. Our vision and aims

Downlands School are proud to have been awarded Level 2 status as a Rights Respecting School and want everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will consider the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Downlands School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Downlands School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of certain conditions such as ASD, epilepsy, attachment disorder etc on learning;
- ELSA (Emotional Literacy Support Assistant) is on site with a specific room to be available for any who seek support
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments, facilitating independence and the school environment;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).

Physical Environment

Downlands School has already improved the physical environment of the school to increase access for disabled Special Educational Needs or Disabilities (SEND) pupils by:

- providing flat or ramped access to school entrances;
- installing a wheelchair accessible lift to the upper floor
- dedicating 2 parking bays outside the main school entrances for pupils and families, and visitors with a disability;
- providing an accessible toilet with shower and changing facilities;
- adding highlighting tape on high thresholds and steps,
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;

- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible

Information

Downlands School makes written information more accessible to disabled Special Educational Needs or Disabilities (SEND) pupils through:

- On line access and photographs through children's portfolios using Seesaw
- Math lessons are sometimes recorded and played back on iPads
- Policies are provided in a larger font for individuals if required
- We will seek further advice from Dorset Council should we require it

5. Implementation

Our Accessibility Plan shows how access to Downlands School will be improved for disabled Special Educational Needs or Disabilities (SEND) pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled Special Educational Needs or Disabilities (SEND) pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability Special Educational Needs or Disabilities (SEND) to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability Special Educational Needs or Disabilities (SEND) to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Downlands School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities Special Educational Needs or Disabilities (SEND) are experienced.

Downland's Accessibility Plan will be implemented by the Headteacher and the Site Manager. Sufficient resources will be allocated by Downlands School to implement this Accessibility Plan.

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6. Monitoring

The Downlands School Accessibility Plan covers a three-year period but will be reviewed regularly and updated if needed. It will be monitored through the Governing Body.

The governing body, or proprietor will monitor Downlands School activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Downlands School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Downlands School complaints procedure covers the Accessibility Plan.

Downlands School ACCESSIBILITY PLAN - Nov 22 : Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<i>Ensure that staff have an awareness of epilepsy, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils.</i>	<p>1. Whole school staff (including support staff) awareness training provided by local specialist nurse</p> <p>2. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist</p> <p>3. Pupils with epilepsy will be provided with an Individual Healthcare Plan in line with Supporting pupils at school with medical conditions.</p>	<p>Headteacher</p> <p>All staff, including support staff</p> <p>SENCO</p> <p>Headteacher and responsible Governor</p>	<i>If a child with epilepsy joins the school</i>	<ul style="list-style-type: none"> ● Pupils and their families feel supported and their needs understood; ● Pupils with epilepsy have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs; ● Pupils with epilepsy continue to achieve in line with their ability; ● Teachers and support staff are confident in meeting the needs of pupils with epilepsy and know how to support them, including in an emergency.
<i>All Policies that are updated or written have reference to the Accessibility Plan.</i>	<p>1. Policies are written and updated on a cycle and will include mention or reference to The Accessibility Plan.</p>	<p>All staff, including support staff</p> <p>Headteacher SENCO</p> <p>Governors</p>	<i>Continuous as is needed and policies are reviewed and updated</i>	<ul style="list-style-type: none"> ● Policies have reference or include reference to The Accessibility Plan.

DOWNLANDS ACCESSIBILITY PLAN - Nov 22 : Improving the physical environment

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. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<i>Wheel Chair accessible Fire Exits for Oak Class</i>	<i>Investigate the possibility of ramps being put in place?</i>	<i>Headteacher / DCC</i>	<i>When possible</i>	<ul style="list-style-type: none"> ● <i>There is uninhibited wheelchair access from the classroom.</i>
<i>If a pupil joins Downlands that need adaptation of fixed or removable furniture then:- Steps, toilet seat, specially adapted chairs etc. will be provided and adapted to suit individual needs of the pupil</i>	<i>OT will provide equipment which may be brought over from Dandelions or previous school.</i>	<i>Headteacher/ SENCO</i>	<i>Prior to pupil's arrival</i>	<ul style="list-style-type: none"> ● <i>Adaptation and equipment purchased for the individual pupil will be in place within a reasonable time frame.</i>

Downlands ACCESSIBILITY PLAN - Nov 17 to Nov 20 : Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<i>Availability of written material in alternative formats including different languages and easy read versions</i>	<i>The school to be aware of the services available through the LA for converting written information into alternative formats.</i>	<i>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.</i>	<i>Discussion with DCC as required. Provision of written materials / and information in other formats as and when required</i>	<ul style="list-style-type: none"> • <i>Availability of written material in alternative formats including different languages and easy read versions</i>
<i>Make available school brochures, school newsletters and other information for parents in alternative formats</i>	<i>Review all current school publications and promote the availability in different formats for those that require assistance.</i>	<i>All school information available for all through hard copy, website, and where required, audio formats</i>	<i>All publications reviewed as and when due for publication. If required</i>	<ul style="list-style-type: none"> • <i>All are able to access written information / publications</i>
<i>Review documentation with a view of ensuring accessibility for children with visual or hearing impairment</i>	<i>Get advice from HVSS on alternative formats and use of IT software to produce customized materials.</i>	<i>All school information available for all and ICT capability suitably matched to the needs of the individuals concerned.</i>	<i>Each case considered at time of annual provision review if required</i>	<ul style="list-style-type: none"> • <i>Review documentation with a view of ensuring accessibility for children with visual or hearing impairment</i>