



Devonshire Primary Academy Accessibility Policy & Plan



Adopted by Governors/HT: Governors
Implementation date: Sep 2014
Review period: 3 Years
Last review date: Sep 2023
Person responsible for policy: Headteacher,
SENDCO, Deputy SENDCO, Business Lead & Site
Supervisor

Introduction

Devonshire Primary Academy is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as others. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan (see Appendix 1).

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Definition of Disability

The Equality Act 2010 states that a disability is defined as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

A disability can arise from a range of impairments which can include sensory impairments, such as those affecting sight or hearing, learning disabilities, behaviour problems and some medical conditions including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, cancer and any other ongoing condition such as colitis. This list is not exhaustive and further guidance must be sought from the Equality Act 2010 to determine whether a person meets the definition of disability.

Roles and Responsibilities

The **governing board** will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving the Accessibility Policy and Accessibility Plan before they are implemented.
- Monitoring the Accessibility Policy and the Accessibility Plan.

The **Headteacher** will be responsible for:

- Ensuring the school has an Accessibility Plan to improve the school's accessibility in line with the school's legal obligations and the principles outlined in this policy.
- In conjunction with the SENDCO/Deputy SENDCO, ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.

- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of, in conjunction with the SENDCO/Deputy SENDCO.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise, in conjunction with the SENDCO/Deputy SENDCO.

The **SENDCO/Deputy SENDCO** will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility in line with the school's legal obligations and the principles outlined in this policy.
- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. As far as is reasonably practicable, the school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with EHCPs, and pupils with SEND, are invited to an admission meeting prior to the pupil starting school at which they can discuss the pupil's specific needs.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The SENDCO/Deputy SENDCO will work with staff to ensure that pupils' EHCP plans are implemented, and that the teaching of subjects is adjusted for pupils wherever necessary in line with their EHCP plans. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

The Accessibility Plan

Devonshire Primary Academy and its Governors are committed to providing a fully accessible environment.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled

The intention is to provide a projected plan for a three-year period ahead of the next review date. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

Pupils with a statement of special educational needs, or an Education Health and Care Plan, have a personalised and differentiated curriculum supported by appropriate resources and support from a trained adult. Resources are updated with the needs of the pupils in mind. Health Care Plans

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are in place for specific children with disabilities. The Academy will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

Devonshire Primary Academy was re built in 2005 as a new state- of-the-art, innovative building based on the unique 'beehive school' concept, designed to accommodate and support the school's commitment to inclusion and participation and to establish an exemplar school with many sustainable strategies. The roof of the main hall is fully accessible as a landscaped technology 'deck' and a large allotment area has been developed. The learning spaces are a comfortable environment with fantastic acoustic properties and there is a 'sound field' system in every classroom. The school is flexible and adaptable; it is also secure and inclusive. The stratified nature of the building elevates the majority of the children and provides 'natural' security, whilst at the same time the academy is fully inclusive and accessible.

Devonshire Primary Academy is committed to developing a culture of inclusion, support and awareness. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

Appendix 1

Action Plan

September 2023 – August 2026

<u>Improve access to the Physical Environment</u>				
<p>To meet individual, specific needs, provisions will be adapted when a pupil's needs are known. The design of the building has ensured that the school is fully accessible. We will consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investing in building works in the future. The environment is adapted to the needs of the pupils as required and this includes, ramps, wide corridors, a lift in the main building and disabled changing facilities. Disabled parking bays are available to parents/visitors and staff.</p>				
Target	Actions	Timescale	Responsibility	Success Criteria
Physical environment of school remains attractive and engaging for all	The academy will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements and refurbishments of the site and premises.	On-going	SENDCO Senior Leadership Team (SLT) Site Supervisor	Enable needs to be met where possible. School is aware of accessibility barriers to its physical environment and will make a plan to address them.
Awareness of access needs of pupils, staff, parent/carers and visitors with disabilities and training for teachers on differentiating the curriculum.	<p>Continue to create access plans for individual pupils as part of the IEP process.</p> <p>Be aware of staff, governors and parents' access needs and meet as appropriate.</p> <p>Consider access needs during the recruitment process.</p> <p>Through questions and discussions, find out the access needs of pupils, parents/carers.</p> <p>Training for new staff and teachers who are teaching children with a disability for the first time.</p>	<p>As required</p> <p>Induction and ongoing if required</p> <p>Assess during the recruitment process</p> <p>Assess during the admission process</p> <p>As required</p>	<p>SENDCO</p> <p>SLT</p> <p>Business Lead / SLT</p> <p>SENDCO / Attendance Officer / Learning Mentors/ SLT</p> <p>SENDCO / SLT</p>	<p>Ensure all needs are met.</p> <p>Management and teaching staff are aware of the accessibility gaps in the curriculum.</p> <p>Staff members have the skills to support pupils with SEND.</p>
Ensure pupils with medical needs are fully supported.	Provide training where appropriate.	On-going and as required	SENDCO / Learning Mentors / SLT	Ensure all staff receive appropriate relevant training.
Ensure the safe evacuation of all pupils, staff and	All personal emergency evacuation plans (PEEPS) are in	On-going	SENDCO / SLT	Successful fire drills and safe evacuation drills.

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visitors with mobility issues.	place, up to date and all relevant staff are aware. EVAC chair training, where required.	As required	SENDCO / Business Lead / SLT	
Pupils with medical needs are supported.	Utilise Assessment of Responsibilities for a Pupil with Medical Conditions form.	As required	SENDCO / SLT / Supporting Staff (ANTA, Learning Mentor etc.)	Support is in place, staff are aware of their key duties and there is continuity throughout the academy.
All trips/visits are accessible to all.	Ensure all chosen venues are vetted for appropriateness through good planning.	As required	EVC / SLT / SENDCO	All pupils able to access all educational visits and take part in a range of activities.
Informed decisions are made with regard to accessibility.	Governing body awareness of the Equality Act 2010.	On-going	SENDCO / SLT / Governors	Governors challenge and support around disability.
Ensure adequate fire exits suitable for people with a disability.	Staff and pupils to maintain good levels of housekeeping to ensure exits are kept clear at all times.	Daily checks	All Staff / SLT / Cleaners / Site Supervisor	Safe, unobstructed exits for all disabled persons.
Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.	Continue to create plans for individual pupils – where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis.	On-going	SENDCO / Sports Coach / PE Coordinator / Outside Agencies	All pupils able to access and take part in a range of physical education activities.

Improve and Make Reasonable Adjustments to the Delivery of Written Information and Communication

We currently share information with parents/carers in various ways including letter, newsletter, academy website, Class Dojo/Tapestry, Parentapps Connect, Facebook, Twitter and face to face.

Target	Actions	Timescale	Responsibility	Success Criteria
Availability of written material in alternative formats when specifically requested.	Be aware of the services available for converting written information into alternative formats and promote the availability .	On request, provide written information in an alternative format	Admin Team / SENDCO / SLT	Information available in all formats. Staff aware of available and preferred methods of communication.
Review documentation ensuring	Seek advice on producing	On request, provide written information in	Admin Team / SENDCO / SLT	Delivery of school information to pupils and parents

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accessibility for pupils with visual impairment.	alternative formats. Liaise with visually impaired services.	alternative format		with visual impairments.
Gather information about parents accessibility needs.	Amend admissions form to include questions about accessibility needs for parents/carers.	Added to the admission form from September 2018	SENDCO / SLT / Admin Team	Advance notice of individual needs.