



Accessibility Plan 2018 – 2021

Devonshire Park Primary School has been described as a good school. “2015 Ofsted Report states:

“The welfare of the pupils is at the heart of all decisions made in the school. As a result, this is a very happy community which is valued by pupils, parents and the wider community.” Ofsted 2015

Definition of disability

The definition of disability under the law is a wide one. A disabled person is someone who has a

Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities. The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

Introduction

In compliance with paragraph 3 of the schedule 10 of the Equality Act 2010, this accessibility plan has been drawn up. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes towards disability and accessibility and to developing the culture of awareness, tolerance and inclusion.

Devonshire Park Primary School aims over time, to increase the accessibility provision for all pupils, staff and visitors to the school. This will Accessibility Action Plan will cover a three year period and contain the relevant actions to :-

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers responsible improvements to the physical environment of the school and physical aids to access education.

Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Improve **communication** and the delivery of written information to pupils, staff, parents and visitors with disabilities. e.g. handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats, as specifically requested. We acknowledge that there is a need for ongoing awareness training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:-

- Single Equalities Policy
- Health & Safety Policy
- Inclusion
- Special Educational Needs Policy
- Behaviour Management Policy
- School Improvement Plan
- School Prospectus and Mission Statement

- Teaching and Learning policy
- Recruitment and Selection policy and procedures
- Educational Visits policy

Contextual Information

Devonshire Park Primary School was built in 1914. It comprises of three buildings. One building houses the school office and key stage 2 pupils and is two storey. Access to this building has been improved slightly by a small a ramp at the far end of the building. A lift has also been installed for access to the second floor.

The second building is also two storey. This building houses the Foundation stage, three Learning Resourced Provisions and Key Stage 1. This building has been made more accessible by the building of two ramps.

The third building (canteen) can be accessed by a ramp at the side of the building.



Improving access to the physical environment of the school

Devonshire Park Primary School is continuing to grow and develop. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Targets	Actions	Time- scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carer and visitors	To create access plans for individual disabled pupils when required. Be aware of staff, governor and parent/carer access needs and meet as appropriate Through questionnaires and discussion find out further access needs of parents, pupils and staff. Consider needs during recruitment process	As required Induction and on-going Annually Recruitment Process	SENDCo Headteacher	Plans in place for disabled pupils and all staff aware of pupils needs 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
Layout and use of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering year group classes and any alterations to the building.	As required	Headteacher Business Manager SENDCo	Building is accessible and usable by all disabled pupils ,carers and staff

Improve signage and external access for visually impaired people	Yellow strip mark step edges New signage put in place across school Summer 2018 to help identify key areas of school	On going	Business Manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities i.e. Evac Chair	As required	SENDCo	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	ICT Coord	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	On-going	LA – Hearing Support	All children have access to the equipment
All fir escapes are suitable	Make sure all areas of school can have wheelchair access	On- going and as required	Business Manager LA	All disabled staff, pupils and visitors able to have safe independent escape routes



Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always had access to arrange of after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods	On-going and as required	SENCO	Raised new staff confidence in strategies for differentiation and increased pupil participation
Ensure teachers and classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD eg ADHD, ASC Online learning modules if required	As required Staff meeting agenda schedule	SENCO	Raised awareness, skills and confidence of staff when working with children with specific needs
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs

Use ICT software to support learning	Make sure hardware/software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits continue to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Head Teacher	All pupils in school able to access all educational visits and take part in a range of activities
Ensure PE continues to be accessible to all	Gather information on accessible PE and disability sports. Heighten the profile of disabled sports people	As required	PE coordinator	All to have access to PE and be able to excel



Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-scale	Responsibility	Success Criteria
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.	On going	School office	All parents receive information in a form that they can access. All parents understand what are the headlines of the school information Improve the delivery of information in writing in an appropriate format.
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and other accessible information	On going	SENCO	Staff produce their own information
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	On going	SENCO	Pupils and/or parents feel supported and included
Annual review information to be as accessible as possible	Develop child friendly format	On-going	SENDCo	Staff more aware of pupil preferred method of communication

Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment Ensure Prospectus is available via the school website	On going	School office	All can access information about the school
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	July 2019	Business manager EAL Coord	Confident parents in school.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	EAL Coord SENDCo	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure School Handbook is available via the school website.	July 2019	Headteacher School Office	All can access information about the school