



# Devonshire Primary Academy Accessibility Policy



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## **Introduction**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as required under Schedule 10 of the Equality Act 2010. The purpose of this plan is to increase the extent to which disabled pupils can participate in the curriculum and to improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

The key duties placed on schools are:-

- ❖ Not to treat disabled students less favourably for a reason related to their disability
- ❖ To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- ❖ Plan to increase access for disabled students
- ❖ To improve the availability of accessible information to disabled pupils

Devonshire Primary Academy is committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## **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.

## **Key Objectives**

To create an environment which enables children with a disability to participate fully in the school community by identifying and eliminating barriers that could prevent this from happening. Through its Accessibility Plan Devonshire Academy and its Governors aim to:

- ❖ Increase the extent to which disabled pupils can participate in the curriculum;
- ❖ Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- ❖ Improve the availability of accessible information to disabled pupils, which is provided to students who are not disabled. This should take into account the views expressed by students or parents about their preferred means of communication.
- ❖ Ongoing awareness training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes on this matter.

- ❖ Publish an Accessibility Plan (see appendix A)
- ❖ **The Accessibility Plan**

The plan has been drawn up and covers the period September 2017 to August, 2020.

Devonshire Academy and its Governors are committed to providing a fully accessible environment. The Accessibility Plan will be drawn up to cover a 3-year period and will be updated annually. The Plan will contain relevant actions to:

- ❖ Improve access to the physical environment of the academy, adding specialist facilities as necessary. This will include reasonable adjustments to the physical environment and physical aids to access education in the classroom
- ❖ Improve and make reasonable adjustments to the delivery of written information to students, staff parents and visitors to the academy. Examples might include hand-outs, information about the academy and academy events. The information should be made available in various preferred formats within a reasonable timeframe
- ❖ Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum. Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work. This covers teaching and learning and the wider curriculum such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aid and equipment, which may assist these pupils in accessing the curriculum.

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 are in place for specific children with disabilities.

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 also fully accessible as a landscaped technology 'deck' and a large allotment area has been developed, to include livestock. 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.

## Action Plan September 2017 – August 2020

**Improve access to the physical environment** – 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 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.

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 which physical difficulties and sensory impairments when planning and undertaking any future improvements and refurbishments of the site and premises.	On-going	Senior Leadership Team (SLT)  Business Manager  Site Supervisor	Enable needs to be met where possible
Awareness of access needs of pupils, staff, parent/carers and visitors with disabilities	<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>On-going</p>	<p>SENCO / SLT</p> <p>SLT</p> <p>SLT / Business Manager</p> <p>SENCO / SLT</p> <p>SENCO / SLT</p>	Ensure all needs are met
Target continued..	Actions	Timescale	Responsibility	Success Criteria

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Ensure pupils with medical needs are fully supported	Provide training where appropriate	On-going	SENCO / SLT	Ensure all staff receive appropriate relevant training
Ensure the safe evacuation of all pupils, staff and visitors with mobility issues	All personal emergency evacuation plans (PEEPS) re in place, up to date and all staff are aware  EVAC chair training	On-going	SENCO / SLT  H&S rep	Successful fire drills and safe evacuation drills.
Pupils with medical needs are supported	Review Managing Medicines Policy	On-going	SENCO / SLT	Policy is approved, in place 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	When required	EVC / SLT /SENCO	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 DDA	On-going	HT / 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 /Site Supervisor	Safe, unobstructed exits for all disabled persons

**Improve and make reasonable adjustments to the delivery of written information and communication – We**

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currently share information with parents/carers in various ways including letter, newsletter, blogs, academy website, parent app, 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 / SENCO / SLT	Information available in all formats. Staff aware of available and preferred methods of communication
Review documentation ensuring accessibility for pupils with visual impairment	Seek advice on producing alternative formats  Liaison with visually impaired services	On request, provide written information in alternative format	Admin Team / SENCO / SLT	Delivery of school information to pupils and parents 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 September 2018	SENCO / SLT / Admin Team	Advance notice of individual needs

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**Improving access to the curriculum to ensure pupils can participate fully** – It is important to Devonshire Academy that all children can participate fully in all aspects of school life. As a result, all children have always been able to attend age relevant afterschool clubs/activities, leisure and cultural activities and educational visits. The objective of the plan is to eliminate barriers to access to the curriculum and to ensure full participation in the school for pupils with a disability.

Target	Actions	Timescale	Responsibility	Success Criteria
Identification of pupils who may need additional/different provision	Assess pre admission	On-going and as required	SENCO, Attendance Officer, EYFS teachers	Procedures, equipment and support is in place prior to admission
Raise attainment and narrow any gaps that may exist	Progress meetings to monitor attainment. Buy in extra services such as Speech Therapist	On-going	SLT, Teachers	Assessment shows progress made.
Increased skills and confidence of all staff in differentiating the curriculum	Continuous awareness of staff training needs and ensure CPD is in place	On-going and as required	SENCO, Headteacher	All staff demonstrate improved skills in strategies for differentiation and increased pupil participation
ICT and software to support learning	Ensure appropriate software is installed where needed and staff are confident and fully trained in its use	On-going and as required	SENCO, ICT co coordinator	Appropriate SEN resources are used to support learning
Collaboration between the academy and families	Maintain close liaison with parents, carers	On-going	Headteacher, Teachers, learning Mentors and SENCO	Collaborative working approach
Classrooms are arranged/organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process on individual class bases	On-going – start of new academic year or when need arises	Teaching staff, SENCO	Increase in access to the curriculum