



Devonshire Primary Academy Accessibility Policy & Plan



Adopted by Governors/HT: Governors
Implementation date: Sep 2014
Review period: 3 Years
Last review date: Sep 2020
Person responsible for policy: SENDCO, Business
Lead & Site Supervisor

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 Primary 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.

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- ❖ 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 1).

The Accessibility Plan

Devonshire Primary Academy and its Governors are committed to providing a fully accessible environment and the FGB is responsible for conducting Accessibility Audits. The Accessibility Plan 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. 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 2020 – August 2023

<u>Improve access to the Physical Environment</u>				
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.				
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.	Continue to create access plans for individual pupils as part of the IEP process. Be aware of staff, governors and parents' access needs and meet as appropriate. Consider access needs during the recruitment process. Through questions and discussions, find out the access needs of pupils, parents/carers. Training for new staff and teachers who are teaching children with a disability for the first time.	As required Induction and ongoing if required Assess during the recruitment process Assess during the admission process As required	SENDCO SLT Business Lead / SLT SENDCO / Attendance Officer / Learning Mentors/ SLT SENDCO / SLT	Ensure all needs are met. Management and teaching staff are aware of the accessibility gaps in the curriculum. Staff members have the skills to support pupils with SEND.
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.