

DOWNTON CHURCH OF ENGLAND VA PRIMARY SCHOOL

Gravel Close, Downton, Salisbury, Wiltshire SP5 3LZ

Telephone: 01725 510556 Fax: 01725 512335

Email: admin@downton-pri.wilts.sch.uk Website: www.downton-pri.wilts.sch.uk

Headteacher: Mrs Paula Carlton BA (Hons) QTS NPQH

Deputy headteacher: Mrs Amy Bates BSc QTS

Accessibility Plan and Statement Policy



Dream, Believe, Achieve

Love, Peace, Joy

Approved by:	Governors	Date: 16 th November 2021
Last reviewed on:	November 2021	
Next review due:	November 2024	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Actions	Error! Bookmark not defined.
4. Monitoring arrangements.....	7
5. Links with other policies.....	7

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our vision is for every pupil in our school to achieve the most successful individual outcomes, educationally, socially, in their personal life, and within their local community, and for their unique needs to be recognised and met as early as possible. Our Accessibility Plan intends to achieve this vision by empowering these children and young people to achieve all that they can.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Accessibility Actions

In order to achieve our aims and support our inclusion principles, our school will focus holistically on:

- **Access to Curriculum**
- **Access to Environment**
- **Engagement with children, young people, and their parents/carers**
- **Access to Information**

Access to Curriculum

In line with the Teachers' Standards and a quality first teaching approach, Downton CE (VA) Primary School will endeavour to:

- adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including disabled pupils and those with special educational needs; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Our school will:

- plan for and teach children with learning needs through a range of proven interventions
- use a range of inclusive teaching strategies
- be fully conversant with the range of catch-up programmes
- take an informed and independent view of the possible literacy and mathematics interventions that are available
- ensure the effective supported transition of vulnerable children and young people
- evaluate the outcomes of our current additional provision and the value for money it provides
- make informed decisions about how best to target available funding in the future
- recognise and unlock the potential of pupils and develop a strong culture for success
- enhance the life chances of our most vulnerable children
- provide effective professional development for staff and governors
- keep parents and carers informed.

Access to Environment

Our school is aware that reasonable adjustments may be needed to the classroom and school to create safe spaces, calming areas and workstations for pupils with Autism Spectrum (AS) or Behavioural or Emotional Difficulties.

We will ensure that we engage with support services from health and education who can advise about adaptations to the inside and outside environment for individuals to help include pupils with sensory integration needs. This will include advice and guidance relating to:

- issues of physical space and how to reduce distractions
- opportunities to present information visually
- providing organisational strategies to complete activities
- having visual structure to help with organisation, increase clarity and provide instruction.

Cognition and Learning

Our school will:

- follow the guidance in the Wiltshire Indicators and Provision Document (WIPD), which relates to children and young people with Special Educational Needs in Wiltshire's Early Years settings, primary, secondary and special schools. This should be viewed as good practice guidance which our school will work towards meeting
- provide relevant and appropriate advice, training and assessment
- follow the guidance outlined in SWASS (Support in Wiltshire for Autism: School Strategies)

Communication and Interaction

Our school will:

- ensure that reasonable adjustments are made to existing classrooms and school accommodation to reduce distractions, such as creating individual work stations
- consider how the environment may cause sensory overload (e.g. lighting, noise levels, odours) and take steps to minimise this for pupils experiencing difficulty
- have in place systems to assist safe travel around the school for pupils who are socially vulnerable e.g. accompanying the pupil from lesson to lesson
- follow the guidance outlined in SWASS (Support in Wiltshire for Autism: School Strategies)
- ensure that specialist advice and training is sought from the Specialist SEN Service and Educational Psychology Service regarding curriculum access and wider issues, whenever necessary

Behaviour, Emotional and Social Development

Our school will:

- recognise, act on and uphold Equality Act 2010 legislation, which states that schools are required to ensure disabled children are not treated unfavourably because of a reason arising as a consequence of their disability, and to make adjustments to ensure they can access all the benefits of their education and not be placed at a disadvantage. These protections apply equally to policies on behaviour, including blanket discipline policies which do not take account of disabled children's different needsⁱⁱ
- include the need to look at underlying causes of behaviour and in particular unmet learning needs when developing a school Behaviour Policy. If a child or young person has special educational needs or a disability, policy should include the need to conduct a review of the appropriateness of the provision being made for them
- consider ways in which we can gain the views of pupils who have difficulties with social and emotional aspects of learning to inform plans for strategies and practice that can enhance their social and emotional well-being and mental health.

Sensory /Physical

Physical/Medical

Our school will ensure that:

- a suitable space is available for therapy or medical needs
- school staff are available to liaise with visiting professionals
- staff attend manual handling training, where manual handling is a component of the support being provided
- the installations of height adjustable desks/work surfaces are incorporated into the specification of any new classrooms
- handrails are provided that do not end before the top or bottom step
- pupils with mobility difficulties are taught in accessible teaching rooms
- venues for educational trips and visits are accessible for pupils with mobility difficulties.

Visual

Our school will ensure that:

- we carry out painting of edges of step and ramps
- general and room signs are easy to read and at the correct height
- door handles are of good contrast, and PE equipment such as benches contrast against the floors/walls of gym

- lighting on stairwells is adequate
- handrails are provided that do not end before the top or bottom step
- we have systems in place to assist safe travel around the school site e.g. keep corridors clear of lockers, bags and clutter; have one-way travel systems in narrow corridors
- we regularly audit the school site for potential trip hazards such as loose drain fittings or curled up carpet edges.

Hearing

Our school will

- ensure all new building complies with the *Acoustic Design of Schools* guidance (BB93ⁱⁱⁱ)
- provide rubber feet or 'hush ups' for chairs in classrooms where hearing impaired students are studying
- consider the acoustic environment and take steps to improve the sound and reverberation levels, by use of carpets, curtains, hush boards, ceiling tiles, close fitting doors etc.

Buildings

Our school will endeavour to ensure that:

- building improvements to help individual pupils will be progressed where individually appropriate and an efficient use of resources; minor adaptations to existing classrooms or buildings may be undertaken if it will provide for the needs of an individual pupil and where there is clearly an efficient use of resources
- reasonable adjustments are made, including the new requirement to provide Auxiliary Aids for Disabled pupils subject to the Reasonable Adjustment duty^{iv} These adjustments will also take aspects of Health and Safety into account where relevant and appropriate, for example, in relation to issues of buildings' security
- we have an up to date Accessibility Plan that has been agreed by the Governing Body

Admissions

Our school will not take any action that might discourage the admission of any pupil with a disability.

3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

ⁱ <http://wiltslt.com/index.php/latest-news>

ⁱⁱ A person is disabled 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. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism, and speech, language and communication impairments (*Equality Act 2010*)

ⁱⁱⁱ <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/BB93>

^{iv} See vi