



Lead member of staff	Head Teacher
Governor Committee	Premises and FGB
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DOWNVIEW PRIMARY SCHOOL ACCESSIBILITY PLAN

We are committed to providing an environment that enables full curriculum access that 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 developing a culture of inclusion, support and awareness within the school.

This plan should be read in conjunction with the following policies:

- SEN and Inclusion
- Health and Safety Policy
- Behaviour Policy

We believe that this accessibility plan is compliant with current legislation and requirements as outlined in the Equality Act 2010, Schedule 10 (which incorporates the SEN and Disability Act, 2001 and the Disability Discrimination Act, 1995).

We aim:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to the curriculum for disabled pupils; including teaching and learning, access to after school clubs run by school staff and school visits.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised every 3 years.

A person has a disability if he or she has a physical/mental impairment which has a substantial and long-term effect on his/her ability to carry out normal day-to-day activities.

Purpose and direction

The purpose and direction of the school's plan is to reduce and eliminate barriers to access the curriculum and to achieving full participation in the school community for all pupils and adults users with a disability.

Audit of existing achievements and provision

Curriculum:

- Data obtained on future pupils to facilitate advanced planning – includes pupils entering the Early Years Foundation Stage.
- Established procedures for the identification and support of pupils with Special Educational Needs and Disabilities.
- Detailed pupil information on SEN pupils and those with additional needs, including disabilities, given to relevant staff.
- Pupils and parents involved in target setting and reviews of Individual Support Plans.
- Liaison with external agencies
- Specialist resources to support specific needs such as touch-typing software, writing slopes, move and sit cushions, pencil grips, coloured paper, coloured overlays, reading rulers, therapeutic putty.
- Specialist arrangements for KS2 SATS (extra time applied for, use of a transcriber, large print or modified print papers).
- Differentiated curriculum and parallel curriculum, where necessary, to enable all pupils to feel secure and make progress.
- Learning support assistants and teaching assistants deployed to cover specific literacy, numeracy, speech and language and OT intervention programmes.
- Risk assessments are carried out for all school visits.
- Individual risk assessments are put in place for pupils with a high level of need and for those with temporary disabilities, eg: broken leg.

Physical Environment:

- Wheelchair access to KS1 hall and access to KS1 building by means of a ramp.
- Group Rooms for quiet times or 1:1 work.
- A lift in KS2 Allen building

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Information Sharing

- Provision of information to pupils with a disability – this is currently provided by review meetings, parents evenings and meetings with external agencies as required. Information from external agencies will be discussed.
- Prospective parents of pupils with EHCPs and pupils identified as having a special educational need are invited to transition meeting.

- It is our aim to ensure that the transition of pupils with a disability to a different school setting including secondary transfer is planned for.