



## Downsway Primary School Accessibility Plan for 2021-2024

### Introduction

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

- not treat children with a physical disability less favourably for a reason related to their disability;
- make reasonable adjustments for children with physical impairments, so that they are not at a substantial disadvantage;
- plan to increase access to education for children with physical impairments.

This plan sets out the proposals of the Governing Board to increase access to education for children with physical impairments in the three areas required by the planning duties, namely:

- Increasing the extent to which children with physical impairments can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which children with physical impairments can take advantage of education and associated services;
- Improving the delivery to children/parents and carers with physical impairments of information which is provided in writing for children/parents and carers who do not have a disability.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised on a regular basis. The school will review and report progress against the plan to parents on an **annual basis**. In preparing this accessibility plan the school has carried out a self-evaluation audit and has consulted with parents, children and staff. The following areas were considered:

- Access to the curriculum
- Access to the physical environment
- Access to information

Below is a summary of the findings from the self-evaluation and consultations indicating what we already do to promote accessibility, what actions have been taken and finally what actions we propose to take as a result of the consultations in order to achieve the desired targets along with the planned timescale.

### **The vision and values supporting the purpose of the plan**

The aims of the school in relation to children with Special Educational Needs & Disability (SEND) is set out in our Special Educational Needs Policy. The objectives of our policy are to meet the individual needs of all SEN/D children in our care by:

- Ensuring that assessment is carried out as an integral part of teaching, giving an up-to-date and accurate picture, enabling early identification of SEND
- Ensuring that children with SEND are offered a broad, balanced, relevant curriculum (including an appropriate curriculum for the Foundation Stage), that is appropriately delivered and resourced.
- Developing a close partnership with parents/carers, involving them at every stage in supporting their child's education.
- Taking into account the views of the child
- Encouraging effective involvement by external agencies

The SEND policy is equally applicable to children with physical impairment as well as children with other SEND. The accessibility plan concentrates on areas relating to accessibility as a result of physical impairment.

### **School SEND data and consultation response data**

The initial self-evaluation audit was carried out in October 2021 and at this time we had in our school community:

- 4 children with Educational Health Care Plans
- 22 children recorded as SEND support
- 0 Looked After Children (LAC)
- 16 children with EAL
- 9 children with disclosed medical issues. All of these children are on the SEND register.

All of the above children:

- take part fully in the curriculum
- participate in extra-curricular activities.
- are fully involved in enrichment programmes and social interaction
- go on school trips.

The consultation with parents and staff was carried out in October 2021. Responses were received up to the end of the consultation period. In total we received 14 responses from parents and 17 responses from staff. This plan has been prepared in consultation with the School Business Manager, the SENCO, the SEND Governor and the Chair of Governors.

## **Summary findings**

### **1. Access to the curriculum**

#### **What the school does well:**

- Through our “Values” ethos, we encourage, tolerance, self-belief, aspiration and diversity in all our children
- We have high expectations of all children
- CPD for all teachers and teaching assistants includes appropriate training to teach and support disabled children in school
- We tailor the layout of the classroom and surrounding areas so that all children can gain access (e.g. ensure desk layout allows wheelchair users to still access the whole classroom)
- Through appropriately differentiated planning and awareness of our children’s needs, we design opportunities for all children to achieve and we tailor learning to respond to need
- We encourage and make provision for all children participate in all music, drama and physical activities during the school day and within extra-curricular clubs
- We recognise, apply for and allow additional time for some children to complete in house tasks, tests and National SAT assessments
- We seek advice from other professionals to provide alternative ways of giving access to experience or understanding for disabled children who cannot engage in particular activities (e.g. a range of different exercises, group, pair and individual exercises and tasks in PE)
- We provide access to computer technology appropriate for children with disabilities

- All school visits, including residential visits, are made accessible to all children irrespective of attainment or impairment
- We continually strive to remove all barriers to learning and participation
- We seek the views and opinions of all children
- Where necessary, additional pastoral and inclusion support is available through our extensive Emotional Literacy Support Assistant (ELSA) provision

**Actions required by the school to maintain and improve access to the curriculum:**

Targeted training is provided, by our Inclusion Manager, to some members of staff on how to support children, with physical impairments, to fully access the curriculum. Advice sought from external professionals as and when necessary.

Provide written materials in large print for pupils if and when required.

## **2. Access to the buildings and school environment**

**What the school does well:**

All of the school's classrooms and teaching areas, including the hall, are fully accessible to all children including those with physical disabilities. The overwhelming majority of the outside learning areas are accessible with exception of the large adventure playground.

**Actions required by the school to improve access to the physical environment: N/A**

## **3. Access to information**

**What the school does well:**

The school provides a range of appropriate information for parents/ carers on the website. Information is also shared via email and text messages. Paper copies are available on request. Parents' evenings are held twice a year.

**Actions required by the school to improve access to information:**

Provide face to face parents meetings for deaf parents and provide them with clarification, by e-mail or SeeSaw, of the requirements of any pupil work set remotely.

Upgrade computer and speaker system in classrooms where required.

## Accessibility summary of actions

Area of concern	Issue raised by	Proposed action	Responsible person	Timescale
<b>Access to information</b>				
Would prefer large print size, especially when child does not put glasses on	Parent	Information can be printed in alternative print size or formats if requested	Class teacher	With immediate effect
Both parents are deaf and struggled when work was set remotely and had videos / narrative or parent/teacher meetings on Zoom.	Parent	Clarifications of work to be sent by e-mail or SeeSaw. Parents meetings to be held face to face whenever possible.	Class teacher	With immediate effect
Deaf in one ear, improved (computer) speaker clarity would be useful.	Staff	New computers have been purchased for each classroom with improved hardware and sound. Plug in speakers also available.	SBM	With immediate effect
<b>Access to the buildings and school environment</b>				
The one pedestrian gate at Downs Way entrance can be a tight squeeze with pushchairs and parents coming and going at the same time.	Parent	It is not possible to extend the pedestrian access gate. Double gates must be kept locked to avoid the roadway through the school being used as a rat run. Gates are open 8.35am and 2.50pm each day to allow time for parents/pupils to access the site.	SBM	N/A
I have a concern about the evacuation procedures with students in wheelchairs and possible evacuation routes. Fire escape outside the Year 6	Staff	The official escape route for Year 6 children is via the corridor, past Year 5 and through the double doors onto the main playground. This is a wheelchair friendly route. The doors outside Year 6 should only be used if the corridor cannot be accessed. Staff	SBM	With immediate effect

Area of concern	Issue raised by	Proposed action	Responsible person	Timescale
classroom is certainly not wheelchair friendly.		training to understand fire procedure for this area.		
<b>Access to information</b>				
Requested training to understand SEN child's needs and requirements. Do not consider the conversation I eventually got to be sufficient.	Staff	Targeted bespoke staff training to understand child's needs	Inclusion Manager	With immediate effect

**Date of approval by the Governing Board:** 19<sup>th</sup> January 2022

**Date of last review:** November 2021

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## Actions Review

| Area of concern                                                                                                               | Issue raised by | Proposed action                                                                                                           | Responsible person | Timescale             |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------|
| <b>Access to information</b>                                                                                                  |                 |                                                                                                                           |                    |                       |
| Would prefer large print size, especially when child does not put glasses on                                                  | Parent          | Information can be printed in alternative print size or formats if requested                                              | Class teacher      | With immediate effect |
| <b>Actions completed: October 2021</b>                                                                                        |                 |                                                                                                                           |                    |                       |
| Both parents are deaf and struggled when work was set remotely and had videos / narrative or parent/teacher meetings on Zoom. | Parent          | Clarifications of work to be sent by e-mail or SeeSaw. Parents meetings to be held face to face whenever possible.        | Class teacher      | With immediate effect |
| <b>Actions completed: October 2021</b>                                                                                        |                 |                                                                                                                           |                    |                       |
| Deaf in one ear, improved (computer) speaker clarity would be useful.                                                         | Staff           | New computers to be purchased for each classroom with improved hardware and sound. Plug in speakers to be made available. | SBM                | With immediate effect |
| <b>Actions completed: October 2021</b>                                                                                        |                 |                                                                                                                           |                    |                       |
| <b>Access to the buildings and school environment</b>                                                                         |                 |                                                                                                                           |                    |                       |



| Area of concern                                                                                                                                                                              | Issue raised by | Proposed action                                                                                                                                                                                                                                                                                                        | Responsible person | Timescale             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------|
| The one pedestrian gate at Downs Way entrance can be a tight squeeze with pushchairs and parents coming and going at the same time.                                                          | Parent          | It is not possible to extend the pedestrian access gate. Double gates must be kept locked to avoid the roadway through the school being used as a rat run. Gates are open 8.35am and 2.50pm each day to allow time for parents/pupils to access the site.                                                              | SBM                | N/A                   |
| <b>Actions completed: N/a</b>                                                                                                                                                                |                 |                                                                                                                                                                                                                                                                                                                        |                    |                       |
| I have a concern about the evacuation procedures with students in wheelchairs and possible evacuation routes. Fire escape outside the Year 6 classroom is certainly not wheelchair friendly. | Staff           | The official escape route for Year 6 children is via the corridor, past Year 5 and through the double doors onto the main playground. This is a wheelchair friendly route. The doors outside Year 6 should only be used if the corridor cannot be accessed. Staff training to understand fire procedure for this area. | SBM                | With immediate effect |
| <b>Actions completed: November 2021</b>                                                                                                                                                      |                 |                                                                                                                                                                                                                                                                                                                        |                    |                       |
| <b>Access to information</b>                                                                                                                                                                 |                 |                                                                                                                                                                                                                                                                                                                        |                    |                       |
| Requested training to understand SEN child's needs and requirements. Do not consider the conversation I eventually got to be sufficient.                                                     | Staff           | Targeted bespoke staff training to understand child's needs                                                                                                                                                                                                                                                            | Inclusion Manager  | With immediate effect |
| <b>Actions completed: November 2021</b>                                                                                                                                                      |                 |                                                                                                                                                                                                                                                                                                                        |                    |                       |