



Downsway Primary School Accessibility Plan for 2025-2028

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 January 2025 and at this time we had in our school community:

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

As the plan review at September 2026, we have in our school community:

- 11 children with Educational Health Care Plans
- 24 children recorded as SEND support
- 2 Looked After Children (LAC)
- 10 children with EAL
- 26 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 January 2025. Responses were received up to the end of the consultation period. In total we received 4 responses from parents and 4 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 to 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 or on audiotape 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:

Painting of external steps to help distinguish changes in level.

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:

Continue to 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.

Accessibility summary of actions

Area of concern	Issue raised by	Proposed action	Responsible person	Timescale
Access to information				
Useful to have information available on audiotape	Parent	Speak to class teacher regarding options for this	Class teacher	Ongoing
Would prefer large print size	Parent	Information can be printed in alternative print size or formats if requested	Class teacher	With immediate effect
Access to the buildings and school environment				
Lack of independent access between the main school and the hub	Parent	For safety reasons, all children are supervised when crossing between the main school and the hub so no action required	N/A	N/A
Working outside of main classroom can be loud/busy and distracting due to hearing impairment	Parent	Consider the amount of time the pupil spends in noisy/loud environments and seek alternative spaces where available/possible	Class teacher	Ongoing
External areas lack tonal and colour contrast on entrances and steps	Parent	Step edges to be painted with contrasting colour strips to help distinguish	Caretaker	Completed March 2025
Enough blinds to reduce glare due to visual impairment	Parent	Pupil to continue to sit in appropriate position within the classroom to limit glare	Class teacher	Ongoing

Date of approval by the Governing Board: 25th March 2025

Date of last review: 24th January 2025

Date of interim review: 22nd September 2026

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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          | Parent          | Information can be printed in alternative print size or formats if requested | Class teacher      | With immediate effect |
| <b>Actions completed: January 2025</b> |                 |                                                                              |                    |                       |