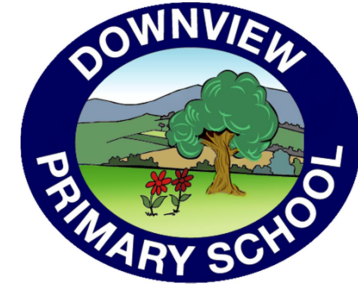


3 year Accessibility Plan
Downview Primary School



3-year period covered by the plan: 2016 - 2019

Plan agreed September 2016

Plan Review Annually

Lead member of staff: Mrs F Hawkins

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled children, under Part 4 of the DDA:

1. not to treat disabled children less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled children.

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

- a) increasing the extent to which disabled children can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services;
- c) improving the delivery to disabled children of information, which is provided in writing for children who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

Downview Primary school is a mainstream school for boys and girls age range 4 yrs. to 11 yrs. old. The school comprises of two school buildings recently extended to provide a 12 classroom two floor building, a practical room and remodeling of the original building with additional exits and walled areas.

Our purpose;

To inspire by creating a happy, fun, secure and educational environment for our children and staff with great teaching and learning at the centre whilst committing to supporting and celebrating skills, knowledge, achievement, happiness and success.

The School's Core values are;

- Be a positive member of the school.
- Encourage collaboration, independence, risk taking, resilience and creativity
- Lead by example
- Our leadership competencies of Positive and Supportive Relationships, Facilitator, Role Model and Visionary
- Our optimism charter which incorporates; creating a positive environment, believing in all children, supporting each other, having a 'can do' attitude, staying resilient and celebrating all achievements.
- As our children leave us they will take with them a suitcase full of skills, experiences, memories and knowledge to help them on their life long journey.

We are working within a national framework for educational inclusion provided by:

- Inclusive School
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2014**
- The Disability Discrimination Act (**amended for school 2001**)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are

1. Access to the curriculum
2. Access to the physical environment
3. Access to information

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

The main entrances to the school have wide doors. The main front entrance has a wide lobby fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Our Inclusion/SEN team support children with both physical disabilities and learning needs to access areas of the curriculum they find difficult. PE is a challenge for physically impaired children but we seek expert advice for identified individual needs.

We may consult with specialists when new situations regarding children with disabilities are experienced.

Action Plan

Aim 1: To increase the extent to which disabled children can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to and access to the curriculum and to ensure full participation in the school community of children, and prospective children, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers to review potential intake for Sept 2015.	To identify children who may need additional to or different from provision for Sept 2015 intake.	Sept 2016/17	SLT/EYFS Leader	Procedures/equipment/ideas in place for Sept 2015.
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	On-going	HT/SLT/School	All policies clearly reflect inclusive practice and procedure.
To establish close liaison with parents.	To ensure collaboration and sharing between school and families.	On-going	HT All school staff.	Clear collaborative working approach.
To establish close liaison with outside agencies for children with on-going health needs e.g. children with severe asthma, epilepsy, diabetes or mobility issues.	To ensure collaboration between all key personnel.	On-going	SLT SENCo Outside agencies including health	Clear collaborative working approach.
To ensure full access to the curriculum for all children.	Employment of specialist advisory support; CPD for staff and: <ul style="list-style-type: none"> • Make sure all staff are aware of and use supportive software. • A differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants. • Use of interactive ICT equipment. • Specific equipment sourced from occupational therapy/physio team/sensory support 	On-going	Inclusion/SEN team Locality Special School Ed Psych	Advice taken and strategies evident in classroom practice. Children supported and accessing the curriculum.

To finely review attainment of all SEN children.	<ul style="list-style-type: none"> • SENCO/Class teacher meetings/Pupil Progress with SLT. • Scrutiny of assessment system. • Regular liaison with parents. 	Termly	SLT SENCO Middle Leaders Class Teachers	Progress made towards IEP targets. Provision mapping show clear steps and progress made.
To monitor attainment of Able, G&T children.	<ul style="list-style-type: none"> • Policy and Able G&T list to be updated. • Able G&T booster groups/activities. • Monitor Able G&T list. 	On-going annually	DHT SLT Class teachers	Able G&T children making appropriate progress. Achieving above average results.
School visits are accessible to all regardless of attainment or impairment.	<ul style="list-style-type: none"> • Review all out of school provision to ensure compliance. 	On-going	Out of school visit co-ordinator	Increased access to all school activities for all impaired or disabled children.
To promote the involvement of disabled students in classroom discussions/activities.	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate).</p> <ul style="list-style-type: none"> • Wheelchair access • Visualisers linked to IWB and Clevertouch for the visually impaired • Aid for disabled users using keyboards – larger keys • Giving alternatives to enable disabled children to participate successfully in lessons – different ways of recording work e.g. word processed. • Creating positive images of disability within the school so that children grow into adults who have some understanding of the needs of disabled people 	On-going	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled children, parents and staff are represented within the school.</p>
To evaluate and review the above short and long term targets annually.	See above.	Annually	SLT, core curriculum co-ordinators Governors	All children making good progress.
To deliver findings to the Governing Body	<p>Premises Governors meetings.</p> <p>Regular termly meeting with SEN governor.</p>	Termly SEN Gov/SENCO meeting	DHT SEN Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continually improve the physical environment of the school environment.	The school will take account of the needs of children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	On-going	SLT Premises Officer West Sussex	Enabling needs to be met where possible
Ensure visually stimulating environment for all children.	Colourful, lively displays in classrooms and inviting role play areas. Calm areas with less visual clutter to allow children to relax.	On-going	Teaching and non-teaching staff.	Lively and inviting environment maintained. Calm areas maintained
Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create health and access plans for individual disabled children. • IEP process • Lift to upstairs in Allen building 	With immediate effect & to be constantly reviewed.	Teaching and non-teaching staff.	Enabling needs to be met where possible.
To ensure that all medical needs of all children are met fully within the capability of the school.	<ul style="list-style-type: none"> • To conduct parent interview, liaise with external agencies, identifying training needs and establish individual protocols where needed. • Health care plans for individuals. 	With immediate effect & to be constantly reviewed	School SENCO School nurse Health care professionals	Needs met within the capability of the school.
Ensuring disabled parents have every opportunity to be involved.	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off and collect children. • Parents are always welcome to bring along signers or interpreters to meetings so certain key information may be provided. • Offer a telephone call to explain letters home to some parents who need this. • Adopt a more proactive approach to identifying the access requirements of disabled parents. 	With immediate effect & to be constantly reviewed.	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.

Ensure that all disabled children can be safely evacuated in an emergency.	<ul style="list-style-type: none"> • Disabled Emergency Plan in place. • Monitor plans during fire drills. • Ensure refuge point in Allen building is clear and buzzer tested • Ensure Evac chair is operational and in place. 	With immediate effect & to be constantly reviewed.	Premises Officer SLT Governors	Children safe in the event of an emergency.
Continue developing playgrounds and facilities.	<ul style="list-style-type: none"> • Look for funding opportunities. 	On-going	Whole school approach	Inclusive, child-friendly play areas.
To ensure the driveway, roads and paths around the school are as safe as possible.	<ul style="list-style-type: none"> • Communication with parents via safety messages/letters/texts. • Update School Travel plan as necessary 	On-going	DHT SLT	No accidents
To maintain accreditation of Healthy Schools Award	<ul style="list-style-type: none"> • Continue to work towards maintaining Healthy Schools status. 	On-going	PSHCE/Healthy School co-ordinator Whole school approach.	Maintaining the status.

Aim 3: To improve the delivery of information to disabled children and parents.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To ensure all children with ASD have access to the curriculum.	<ul style="list-style-type: none"> • Regular parental communication. • Liaise with social communication team. • Individualised multi-sensory teaching strategies used for ASD children. 	On-going	All staff to be aware	ASD children able to access the curriculum.
To enable improved access to written information for children, parents and visitors.	<ul style="list-style-type: none"> • Investigate software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support children with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that it is accessible to all is a valuable exercise. 	On-going	Inclusion /SEN ICT leader English Leader Premises Officer	IT supporting learning Appropriate resources
To review children's records ensuring school's awareness of any disabilities.	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings. • Annual reviews. • IEP meetings. • Medical forms updated annually for all children. • Personal health plans. • Significant health problems – children's photos displayed on staffroom notice board/class. 	Annually	Class teachers Inclusion/SEN Outside agencies SLT Office Staff	Each teacher/staff member aware of disabilities of children in their class.
In school record system to be reviewed and improved where necessary. (Records on SIMS/Network protected).	Record keeping system to be regularly reviewed for safeguarding.	Continual review and improvement.	SLT Office	Effective communication of information about disabilities throughout the school.