

3 year Accessibility Plan
Downview Primary School



3-year period covered by the plan: 2019 - 2022

Plan agreed September 2019

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 years to 11 years old. The school comprises of two main school buildings, extended in 2015 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 excellent 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 children leave Downview they will take a variety of skills, experiences, memories and knowledge to help support a life long journey

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

- SEN & Disability Act **2001**
- The Disability Discrimination Act **2010**
- The SEN Revised Code of Practice **2014**
- Ofsted Framework **2019**

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 teaching assistant 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 children with disabilities can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers, access to the curriculum 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 intakes.	To identify children who may need additional to or different provision.	On-going Start of an academic	SLT/EYFS Lead Leader	Procedures/equipment/ideas in place for start of an academic term.
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/ Class Teachers	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/SLT/ Class Teachers	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	To ensure collaboration between all key personnel.	On-going	HT/SLT SENCo Outside agencies	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	HT/SLT/ Class Teachers SENCo 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 Lead Leaders Class Teachers	Progress made towards ILP targets. Provision mapping show clear steps and progress made.
To monitor attainment of GD children.	<ul style="list-style-type: none"> • GD booster groups/activities • Monitor GD children 	On-going annually	DHT SLT Class teachers	GD children making appropriate progress. GD children achieving above expected attainment.
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	EVC coordinator	Increased access to all school activities for all impaired or disabled children.
To promote the involvement of disabled children 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 	On-going	Teaching and non-teaching staff	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all children with disabilities, parents and staff are represented within the school.</p>
To share findings to the Governing Body	<p>Premises Governors meetings. Regular termly meeting with SEN governor.</p>	Regular 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 children with disabilities can access 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, colour schemes, and more accessible facilities and fittings.	On-going	SLT Premises Officer West Sussex Premises Support Services	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 • ILP 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	SENCo School nurse team Health care professionals	Needs met within the capability of the school.
Ensuring parents with disabilities have every opportunity to be involved.	<ul style="list-style-type: none"> • Utilise disabled parking spaces at drop off and collection times • Parents always welcome to invite sign language supporters or interpreters to meetings • Provide telephone calls to clarify letters home to some parents who need this • Adopt a proactive approach to identifying the access requirements of parents with disabilities 	With immediate effect & to be constantly reviewed	All teaching staff	To ensure that parents with disabilities are not discriminated against and are encouraged to take interest and be involved in their child's education.

Ensure that all children with disabilities can be safely evacuated in an emergency.	<ul style="list-style-type: none"> • Disabled Emergency Plan in place - PEEP • Ensure refuge point in Allen building is clear and buzzer tested • Ensure Evac chair is operational and in place • Ensure all relevant staff have up to date Evac chair training 	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"> • Research and investigate funding opportunities 	On-going	DHT SLT	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 reported.
To maintain accreditation of Healthy Schools Award	<ul style="list-style-type: none"> • Continue to work towards maintaining Healthy Schools status 	On-going	RSE (PSHCE) /Healthy School co-ordinator All teaching staff	Maintaining the status.

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

Targets	Strategies	Timescales	Responsibilities	Success Criteria
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	SENCo ICT leader SLT Premises Officer	IT is supporting learning and providing 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 • ILP meetings • Medical forms updated annually for all children • Personal health care plans • Significant health problems – children's photos displayed on staffroom notice board/class 	Annually	Class teachers SENCo 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 Staff	Effective communication of information about disabilities throughout the school.