Accessibility Plan 2020- 2023

Purpose of Plan
This plan shows how The Downs Primary School and Nursery intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

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

Areas of planning responsibilities
Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information
The original single storey building houses classrooms for the Years 1 to 4, a hall, breakfast club kitchen area, the staffroom and offices. This building can be accessed via a number of places, with wheelchair access available to the west of the building via the link walkway. This building has a disabled toilet.

In September 2015 a two storey building was built which houses two Reception classes, the Nursery, the main dining hall, kitchen, office, main entrance office (all downstairs) and four Year 5 and 6 classrooms upstairs which are accessed by two sets of stairs and a lift. A disabled toilet and shower room is available on the ground floor. The entrance door for this building is an assisted door. This building is completely accessible to wheelchair users.

At present we have no wheelchair dependent pupils or members of staff.

Current Range of known disabilities
The school has children with a range of disabilities to include moderate and specific learning disabilities, physical disabilities and hearing impairment.

Increasing access for disabled pupils to the school curriculum.
Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for QFT, differentiation and recording methods	On-going and as required	Inclusion Manager	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues as required	Be aware of staff training needs Staff access appropriate CPD	As required	Inclusion Manager	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	Inclusion Manager	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	IT technician with guidance from Inclusion Manager	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness Staff to pupil ratios	As required	HT/DHT	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE Leader	All to have access to PE and be able to excel

Improving access to the physical environment of the school
The Downs Primary School and Nursery has grown in size ready to be at full capacity by September 2018 (2 forms of entry).

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the One Plan process when required	As required	Inclusion Manager/ Class teacher	One plans in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated (as required)	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties

Develop a system to ensure all staff are aware of their responsibilities | As required Each Sept or when pupil joins the school | Inclusion Manager

Inclusion Manager | All disabled pupils and staff working alongside are safe in the event of a fire |

Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with specialist teachers on information regarding the visual impaired pupils	On-going and as required Software may be required as required	ICT leader and IT Technician	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	Site Manager	All disabled staff, pupils and visitors able to have safe independent egress

Improving the delivery of written information to disabled pupils
This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all documents accessible via the school website can be accessed by the visually impaired	On-going On-going On-going	All staff School Office E4Education/ PCLC/School Administration Manager	All parents receive information in a form that they can access All parents understand school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Teaching & support staff	Pupils able to access information

Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	Inclusion Manager	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly One Plan review formats	On-going	Inclusion Manager	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Dec 2020	Inclusion Manager	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	Inclusion Manager	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.	On-going	School Administration manager	All can access information about the school