



Reaching for the Stars!

DAVYHULME PRIMARY SCHOOL

ACCESSIBILITY POLICY & PLAN

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Next review: February 2025

Approved by: Chair of Governors

DAVYHULME PRIMARY SCHOOL ACCESSIBILITY POLICY & PLAN

1. AIMS

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

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Davyhulme Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We aim to provide excellent learning opportunities and 'Reaching for the Stars' aspirations for all children, whatever their need or ability. Through our high expectations of every child and the removal of barriers to learning, we enable our pupils to achieve their full potential; whilst feeling a valuable member of our Davyhulme family.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors and challenges discrimination. Education and building an understanding surrounding needs and difference is essential, by developing a culture of awareness, tolerance and inclusion. This learning is part of our PSHE and Values lessons, assemblies and ongoing events across the whole school. Teaching styles, resources and curriculum are tailored to meet the needs of all pupils.

The plan will be made available online on the school website, and paper copies are available upon request. For any parents whose first language is not English, the office will assist with translations of information required.

Our school is also committed to ensuring staff and governors are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and discrimination and safeguarding implications.

Davyhulme Primary School supports any available partnerships to develop and implement the plan. We will work with Trafford Local Authority, governors and staff to monitor and improve the plan.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school and covers the period from February 2022 – February 2025. The Accessibility Plan is based upon the needs of the school and the school site and will advise other school documents.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the **curriculum** pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis or more frequently if necessary. New Plans will be drawn up every three years.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Managing Medical Needs
- Inclusion
- Special Needs Policy and School SEN Information Report
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake all the works during this Accessibility Plan and therefore some items may roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory) and it will be monitored through the Curriculum and the Premises Committees of the Governors.

The School Brochure will make reference to this Accessibility Plan.

The Plan will be monitored by Ofsted as part of their inspection cycle.

2. LEGISLATION AND GUIDANCE

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and should be viewed alongside the audit.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	BY WHOM	BY DATE	SUCCESS CRITERIA
Increase access to the curriculum	Staff have high aspirations and expectations of pupils with SEND. This is evidenced through our Values	Staff to maintain high expectations	Raise staff and pupil awareness about	SW, Subject leaders	Week beginn	*All children achieving their potential and have high expectations and aspirations for

<p>for pupils with a disability</p>	<p>Curriculum with our Core Values – <i>Caring, Courageous, Collaborative and Ambitious</i>, Pupil Passports, provision maps, interventions, attitudes of staff, school and school ethos, where every child is expected to ‘Reach for the Stars’. *Celebration of all pupil strengths in class, shared areas, assemblies, on the website, on SeeSaw and with families.</p>	<p>and aspirations for all pupils with SEND whilst continuing to develop their own knowledge and practice of SEND.</p>	<p>disabilities by having a DA Week.</p>	<p>& Student Councilors</p>	<p>ing 21st March</p>	<p>themselves.</p>
	<p>Differentiated Curriculum for pupils with SEND. *Our school offers a differentiated curriculum, where we endeavor to remove any barriers to learning and participation. *We recognise that pupils have different learning, social, emotional, physical and medical needs and require different strategies for learning. *We provide a range of different teaching approaches and experiences to acquire, develop and communicate knowledge and skills. *We recognise that pupils require a recovery curriculum in the present situation, with a focus on wellbeing and have increased our opportunities for this. *We use resources tailored to the needs of pupils who require support to access the curriculum. *Curricular progress is tracked for all pupils; including those with a disability, through Target Tracker. *Targets are set effectively and are appropriate for pupils with additional</p>	<p>Class teachers, TAs and subject leaders look at barriers to learning for pupils with SEND and amend the curriculum, provide resources, adapt first quality teaching strategies and modify classroom and corridor environments to enable pupils to fully participate and succeed in learning.</p>	<p>Curriculum to continue to be monitored to ensure it meets the needs of all pupils, including those with a disability.</p>	<p>SW, Subject leaders & Student Councilors SW, KB SLT &</p>	<p>On going Termly</p>	<p>*Excellent learning opportunities to fully develop the potential of every child evident in lesson observations, work scrutinies, learning walks, on the website/SeeSaw in discussions with staff and pupils. *Children with disabilities are valued as individuals and have access to the whole curriculum. *Through quality learning experiences, pupils with disability integrate fully with their peers, both socially and academically. *SMART targets are set and achieved showing good personal progress for all pupils with SEND/ disability. Intervention is appropriately matched to the needs of the individual, (Pupil Passports) and all staff are aware of pupils’ needs. *All staff & governors are confident that their needs are met. *Continuously monitored to ensure any new needs arising are met.</p>

	needs/disability-see Pupil Passports.			class teachers		*The difference between those pupils with SEN and Non-SEN is diminished.
	Curriculum resources for pupils include examples of people with disabilities. This also includes all materials used with staff (eg, training materials).	Staff to have a growing understanding and knowledge of SEND and this is reflected in the teaching and learning and their environments	*Continue to monitor resources, school displays and the school website to ensure all people are represented, including those with disability. * Raise the profile of disability awareness through a DA Week. Families and Governors will be included through Seesaw and the website, asking for their views and contributions.	SW, Subject leaders & Student Councilors	Summer term Week beginning 21 st March	*Disability is represented in each classroom, shared areas, the website, SeeSaw, lesson resources, training resources, reading and information books, information shared with families. *Disability awareness is raised with pupils, staff, families, governors and the wider community. Whole school community aware of issues relating to disability and access.
	CPD for all staff to develop their own knowledge and understanding of pupils with disabilities. We have a programme of training for staff, which also includes targeted training for those staff working with individual pupils. See record of CDP.	Provide relevant training for staff on different types of SEND and differentiating the curriculum to meet the different needs.	*Use performance management to help inform staff training. *Update audit of staff knowledge, skills and training needs. Training to include the Equality Act 2010 and link to DA Week. *Ensure training correlates to the needs of the pupils.	SW, SLT SW SW	On going 2021-2022 April '22 April '22	*All teachers and TAs are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Evident in planning, discussions, lesson observations, work scrutinies, learning walks and talking to pupils. *Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.
Improve and maintain	The environment is adapted to the needs of pupils and staff as required.	All staff and governors to	*Small ramps will be needed to increase	PH, JC SLT,	On going	*Pupils, staff, governors, parents/carers and visitors have

access to the physical environment	<p>This includes:</p> <ul style="list-style-type: none"> *The school is on one level with few steps, with wide corridors and large accessible toilets. All main entrances and doors to the playgrounds are on the same level. *Corridors are wide and accessible. *Shared areas and corridors are light and airy, enabling accessible movement around school. *Accessible toilet in the center of the school. *School are developing their sensory environments and have allocated a previous staff room to be developed as a sensory room. It has presently been painted and equipment is due for installation over the spring and summer terms. 	<p>increase their awareness of the access needs of disabled children, staff, governors and parents/ carers.</p> <p>Continually review access as part of 'Health and Safety' reviews, risk assessments and SEND monitoring</p>	<p>accessibility where there are small 'lips' on entry (internal doors to the garden areas), as money allows.</p> <ul style="list-style-type: none"> *Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) procedures *Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school *Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired. 	<p>SW & staff</p> <p>SW</p> <p>Class teacher & JC/SW</p>	<p>As required</p> <p>March '22</p> <p>As required</p>	<p>full access to all areas of school.</p> <ul style="list-style-type: none"> *SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. *All staff & governors are confident that their needs are met. *Continuously monitored to ensure any new needs arising are met. *Expansion/refurbishment takes account of SEND needs regarding access, fixtures and fitting, wheelchairs accessible shared areas eg, library shelves at wheelchair accessible height, kitchen areas. *Sensory room to be complete and in full use for the benefit of those pupils with ongoing/intermittent sensory needs. *PEEPs are prepared, shared with staff, pupil and families (where appropriate) and reviewed as individual needs change.
	<p>The environment is adapted to the needs of pupils and staff as required. This includes:</p> <ul style="list-style-type: none"> *Easily accessible carpark with disabled parking space closest to the main entrance door, signed and one level continues into the entrance for 	<p>To provide accessible carpark and pathways into/ out of school.</p>	<p>Continually review access as part of 'Health and Safety' reviews, risk assessments and SEND monitoring</p>	<p>PH, JC SLT, SW & staff</p>	<p>On going.</p>	<ul style="list-style-type: none"> *Safe, accessible movement of pupils, staff, families, governors and visitors to and from school.

	<p>school. *Accessible gates and pathways to enter the school</p>					
	<p>The environment is adapted to the needs of pupils and staff as required. This includes: *Modern lighting systems which are initiated on movement to the room, rather than requiring switches.</p>	<p>Maintain safety for visually impaired pupils and adults.</p> <p>Maintain safety for hearing impaired pupils and adults.</p>	<p>*Fire alarms will need to be visual as well as audible in every classroom and shared area. (Part of expansion/refurbishment). *Put black/ yellow hazard tape on poles at end of play equipment or any trip hazards to help visually impaired children/adults, if appropriate. *Improve signage and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties, (Part of expansion/ refurbishment). *Inductions loops in place assembly halls, dining and entrance areas.</p>	<p>PH, JC SLT, SW & staff</p>	<p>As required.</p>	<p>*Safe, accessible movement of pupils, staff, families, governors and visitors around school. * Expansion/refurbishment takes account of SEND needs regarding visual and auditory impairments</p>
<p>Improve the accessibility of information, advice and</p>	<p>Information is made widely available about the needs of pupils and adults. This includes: *The SEN Information Report explains SEND at Davyhulme Primary School is</p>	<p>To ensure all adults have access to information about SEND</p>	<p>*To consult with governors and parents further to include more SEND information on the</p>	<p>SW</p>	<p>April 2022</p>	<p>*Parents and Carers have a good understanding of SEND at Davyhulme Primary School, where and how to seek advice, accessibility and how to access</p>

<p>guidance</p>	<p>on the website and was shared in the autumn term on SeeSaw and Parent Pay with families. Paper copies are also available. *The Trafford Local Offer Information and SENDIAS is included in the SEN Information Report. There is also a flyer about the Trafford Local Offer on the website in the SEND section. A paper copy is also shared with parents who do not access the website. *There is a variety of signposted information regarding support for families on the website. *Parents/carers are given the option of a meeting in school or a Zoom/Teams meeting to increase accessibility. We try where possible to coincide with parental working patterns or make it easier for parent/carers eg, straight after they've dropped their child up or 30 minutes before they are due to pick up –thus reducing the travel to/from school. When holding Annual Reviews, if we are meeting in person, we also give the option for people to join online too, eg if parents are separated or one parent is at work. *To develop communication channels, we use Seesaw, emails, paper invitations/paper copies, phone calls, zoom/Teams, verbal messages and conversations. We offer information in other languages via the office.</p>	<p>at Davyhulme Primary School</p> <p>Increase the availability of written material in alternative formats</p>	<p>website or through SeeSaw and Parent Pay and formats of information.</p> <p>*The school will make itself aware of the services available through the LA for converting written information into alternative formats. *Review all current school publications and promote the availability in different formats for those that require it.</p>	<p>SLT</p>	<p>April 2022</p>	<p>further information. *Delivery of school information to parents and the local community improved. *Delivery of information to disabled adults improved. *The school will be able to provide written information in different formats when required for individual purposes</p>
<p>Improve the delivery of information to pupils with</p>	<p>Information is adapted for pupils and adults. This includes: *Internal signage</p>	<p>*To develop the different ways in which</p>	<p>*To improve the signage and braille around school as</p>	<p>SLT</p>	<p>On going</p>	<p>*Delivery of school information to pupils & parents with visual difficulties improved. *Staff knowledge and awareness</p>

<p>a disability</p>	<ul style="list-style-type: none"> *Large print resources *Pictorial or symbolic representations in class rooms. *Physical resources. *Sharing of information with relevant staff and training 	<p>information is shared with pupils</p> <p>*Raise the awareness of adults working at and for the school on the importance of good communications systems.</p>	<p>part of the expansion</p> <ul style="list-style-type: none"> *To include induction loops as part of the expansion. *Review documentation with a view of ensuring accessibility for pupils with visual impairment, as required. *To promote accessibility with all staff to ensure consideration is given to the way information is presented to pupils. 			<p>is raised and so school is more effective in meeting the needs of pupils.</p>
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