



Downside Primary School
Accessibility plan April 2017 – April 2020

Introduction

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 pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

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

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- It is a requirement that the school's accessibility is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This plan has been drawn up by the school team and has been shared with all staff and Governors. It covers the period from April 2017 – April 2020

Our vision and values

At Downside Primary School we have high expectations and ambitions for all pupils, regardless of physical, sensory, social, spiritual, emotional and cultural needs. All pupils are expected to participate and achieve in every aspect of school life.

Downside's commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school:

- Sets suitable learning challenges;
- Responds to pupils' diverse needs;
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils;

We believe that our school creates an environment where all are proud of their achievements and respect for oneself and others is at the heart of our community.

Underlining our aims is the principle that each child, irrespective of gender, ability or cultural and ethical background will be given equal opportunity to the school curriculum.

It is acknowledged that there will be a need for ongoing assessment of staff's understanding of disability discrimination and appropriate training given to ensure the needs of current and prospective pupils are met.

The accessibility plan should be read in conjunction with the following:

- Health and Safety
- SEN Policy
- Behaviour policy
- School Improvement plan

The school will work in partnership with the Local Authority in developing and implementing this plan and will adopt in principle the Local Authority's Accessibility Strategy, access to learning.

| The accessibility plan will be monitored by the Governors.

Downside Primary School **Improving the Physical Access**

Downside Primary school was created when the former infant and junior schools were amalgamated. The amalgamation involved a large scale building project (2009 – 2011) when the school was expanded to five form entry and the remaining classrooms were refurbished.

Downside Primary School is based predominately on one level, with internal and external slopes allowing access to all areas of the ground floor. Part of the building is on the first floor, accessed via a flight of steps. The whole site, apart from the upstairs area, can be accessed by disabled pupils – there are slopes to access the playground and the field is on the same level.

The school has hearing loops in two classrooms in Key Stage 1

The main entrance to the building has sliding doors, which are wide enough for wheelchair access.

The school has a number of disabled toilets, two near the front entrance and others situated around the school and in most of the school huts.

Two of the disabled toilets have shower facilities for disabled pupils/teachers and one has facilities for hoists

The school has 2 dedicated disabled person parking spaces in the staff car park.

Downside Primary School - Accessibility Plan 2012 – 2015 review and new targets, where appropriate
Action Plan - Improving the physical environment

	Target	Tasks to achieve target	Timeframe	Success criteria and comments
ONGOING	To ensure pupils with a physical disability are in an appropriate area of the school	Ensure that pupils with physical disabilities are on lower floor and as near as possible to main school areas - hall, dining area, toilets.	Ongoing	Disabled pupils, as far as is reasonably possible, are close to the main areas of the school. √ 2012-2015 2017 – 2020 continue with this target
	To provide car park access for disabled parents or parents of disabled children	Ensure parents of children who have disabilities have car park to ensure easy access to the school building and parking to drop off children close to the school building.	Ongoing	Parents of children with physical disabilities can drop them off safely close to the school building. √ 2012-2015 2017 – 2020 continue with this target
	To ensure children with needs have the appropriate furniture in class to support their need	After requesting advice (from OTs / SEN team) ensure that children with specific needs have the appropriate furniture/ Equipment available (sloping desks for children with	Ongoing	Children have appropriate furniture in classrooms. √ 2012-2015 2017 – 2020 continue with this target

		dyspraxia/work stations for autistic children/ raised chairs etc)		
Medium term	To ensure children with hearing difficulties have the appropriate support in class	Install hearing loops in at least one classroom per year group	2013-14	Hearing loops are installed in a range of classrooms. As there has been no need for this requirement, hearing loops have not been installed. Should there be the need, this would be looked at again.

Downside Primary School - Accessibility Plan 2012 - 2015
Action Plan - Improving the Curriculum access

	Target	Tasks to achieve target	Timeframe	Success criteria
Short term	To ensure that children with disabilities have the required level of support in class	Seek advice from SENCo / external agencies regarding level of support required for individual children with disabilities. Identify key times/ subjects that child will need additional support (e.g. testing). Provide additional TA support for child as far as is possible and in line with school and LA SEN policy. Produce documentation for statutory assessment of child, if level of support exceeds that which the school can fund.	Ongoing	Pupils have support in line with their needs and can access the school curriculum. √ 2012-2015 2017 – 2020 continue with this target
	To ensure the provision of physical education is adapted to the needs of children with physical disabilities.	Ask for support from external agencies and Lady Zia Werner outreach team to understand alternative exercises / how the PE curriculum can be adapted to ensure all children are included as far as possible.	Ongoing	PE lessons are adapted to encompass the needs of children with physical disabilities. √ 2012-2015 2017 – 2020 continue with this target
	To ensure that out of school	Look at school trips and extra		All children, where

	<p>activities are planned to ensure participation by all, within reason.</p>	<p>curricular activities and, as far as possible, make accessible for all children.</p> <p>To discuss accessibility and needs of children on school trips where access is difficult</p> <p>To look at provision of residential trips for children with significant physical disabilities.</p> <p>2017 – 2020 - Train staff in children’s medical issues to ensure they can also participate in school trips and residential trips, where reasonably possible.</p> <p>2017 – 2020 - Organise a residential trip on the school site</p>		<p>possible, can attend school trips. ✓ 2012-2015 2017 – 2020 continue with this target</p> <p>Children with complex medical needs can, where reasonable, attend residential trips.</p> <p>Children who need to be close to home can attend a residential trip on site.</p>
Medium term				

Downside Primary School - Accessibility Plan 2012 - 2015
Improving the delivery of written information

	Target	Tasks to achieve target	Timeframe	Success criteria
Short term	To ensure that all children are able to access SATs, without any disadvantage.	Carry out an annual audit of children in all year groups and order any additional resources (enlarged print, Braille etc) in order for children to access their SATS	Ongoing	All children access SATS without disadvantage. √ 2012-2015 2017 – 2020 continue with this target
	To ensure that children with visual impairment are able to read information in class.	Provide information in an enlarged version. Sit child near the front of the classroom. Liaise with Visual Impairment team for specific advice Liaise with Chantry Primary VI provision	Ongoing	Children are able to read information, as far as possible √ 2012-2015 2017 – 2020 continue with this target
	To ensure that children with dyslexia or special needs have access to resources to support them reading written information	Seek advice on individual cases and provide resources advised (visual timetables for autistic ch, /coloured overlays for dyslexic ch, / reading guides/ sloping desks for dyspraxic ch etc) Refer to IDP training for support	Ongoing	Children with special needs are supported. √ 2012-2015 2017 – 2020 continue with this target
	To ensure that parents with visual disability have equal opportunity to written communication from	Advise parents on termly newsletters that all letters are available in an enlarged version.	Ongoing	Parents with visual impairments can read school letters School letters are all

	<p>school</p> <p>To ensure that children with hearing difficulties have extra support in hearing teachers</p>	<p>Children who have hearing difficulties to be placed in a classroom which has appropriate facilities.</p> <p>Seek advice from the Hearing impairment unit at Icknield Primary school</p>	<p>Ongoing</p>	<p>added to the website, so parents can enlarge the view.</p> <p>Children are able to hear in class ✓ 2012-2015 2017 – 2020 continue with this target</p>
<p>Medium term</p>	<p>Make available school brochures, school newsletters and other information for parents in alternative formats</p>	<p>Review all current school publications and promote the availability in different formats for those that require it</p>	<p>All school information available for all</p>	<p>Delivery of school information to parents and the local community improved</p> <p>All school paperwork is available via the internet or Family workers support parents.</p>