

# Accessibility Policy & Plan



**Downsview**  
Community Primary School

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| <b>Approved by:</b>        | <b>Governing Body</b> |
| <b>Date:</b>               | <b>November 2025</b>  |
| <b>Next review due by:</b> | <b>November 2028</b>  |

## **1. Policy statement**

Downsview Community Primary School is committed to being an inclusive community where every pupil, staff member, parent/carer and visitor can access education, information, facilities and services as independently as possible. We will identify and remove barriers in advance, make reasonable adjustments for disabled people, and keep improving access to the curriculum, the physical environment and information. This policy sets out our approach and the framework that underpins our Accessibility Plan.

This policy applies to pupils, prospective pupils and families (including during admissions and transition), staff, governors, volunteers and contractors, visitors and third-party users of the site. It should be read alongside our SEND Policy, Equality Information & Objectives, Behaviour Policy, Anti-Bullying Policy, Safeguarding & Child Protection Policy and Supporting Pupils with Medical Conditions Policy.

## **2. Aims**

We aim to be a fully inclusive school treating all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

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

## **3. 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 auxiliary aid or adjustments to premises.

#### **4. Definitions**

**Disability:** a physical or mental impairment with a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

**Reasonable adjustment:** a change we make to remove or reduce a disadvantage for a disabled person, including policies/practices, physical features and auxiliary aids/services. The duty is anticipatory for pupils.

#### **5. Roles and responsibilities**

**Governing Board:** approves and monitors the policy and Accessibility Plan.  
**Executive Headteacher:** leads implementation and ensures resources and reporting.

**Deputy Headteacher** oversees adjustments, training, and coordination.

**Caretaker :** ensures physical access, maintenance and PEEPs.

**All Staff:** apply the policy and identify barriers promptly.

#### **6. Reasonable adjustments**

We consider: effectiveness, practicality, health & safety, resources, and impact on the efficient education of others. Decisions and reviews are recorded and discussed with parents/carers.

#### **7. Curriculum, teaching and assessment**

We use universal quality first teaching, scaffolding, accessible resources and inclusive pedagogy. Differentiated assessments and staff CPD underpin our practice. Off-site visits and clubs are planned inclusively.

#### **8. Physical environment and safety**

Accessible routes, signage, lighting and acoustic considerations are in place. Hygiene and medical facilities support dignity and safety. PEEPs are prepared and reviewed for anyone requiring assistance in evacuation.

## PHYSICAL ACCESS

| Timescale                                | Target  | Strategy   | Outcome   |
|--|---|--|---|
| <p><b>Short</b><br/>Sept 25-Dec 25</p>   | <p>To ensure school are aware of all areas of the school premises where there are potential barriers to physical access. This will include indoor and outdoor facilities.</p> <p>Review when a new child or staff joins the school</p> <p>To identify aspects of the school where there are particular barriers for pupils with sensory impairment</p> <p>Reduce background noise for hearing impaired pupils</p> | <p>Ensure extra equipment for pupil is ordered in time.</p> <p>To use information to start drawing up an action plan if applicable.</p> <p>Use of the sensory room</p> <p>Maintain heaters in classrooms to avoid excessive motor noise.</p> | <p>Extra access arrangements in place for all pupils.</p> <p>Review when a new child or staff joins the school</p> <p>Plans need to include all necessary works regardless of source of funding. The plan will need to make clear which areas it is not feasible or necessary to make accessible where this is applicable. Timing will depend on the nature of the work required related to agreed responsibilities for that work as shown in the LA Access Strategy.</p> <p>Quieter classrooms lead to improved curriculum access for hearing impaired pupils</p> <p>Ear defenders offered to a pupil if necessary</p> <p>Access to the sensory room</p> |
| <p><b>Medium</b><br/>Sept 25- Aug 26</p> | <p>To raise staff awareness of a range of barriers to learning for pupils with Sensory impairment, including classroom layout, décor etc</p>  | <p>To provide INSET for all staff using the SEND Mainstream Core Standards</p>   | <p>Staff training and awareness programme in place</p>  |

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|                                       |  | <p>To make staff aware of LA support services available for advice.</p> <p>Improve the accessibility of the school as a whole.</p>  |   |
| <p><b>Long</b><br/>Sept 25-Aug 28</p> | <p>To work with specialists to plan to increase physical accessibility using available funding.</p> <p>Review all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities. This includes re-tiling in toilet areas to ensure colour contrasts.</p> <p>A care suite is available for any pupil who requires it</p> | <p>To track progress against original audit information if applicable.</p> <p>To update the LA annually on progress and works carried out when necessary – review the Net Capacity.</p> | <p>Full physical access to the curriculum.</p> <p>Regular review of premises.</p> <p>Accessibility Plan progress reported as part of the Health and Safety Report</p> |

## CURRICULUM ACCESS

| Timescale                              | Target  | Strategy  | Outcome   |
|--|---|---|---|
| <p><b>Short</b><br/>Sept 25-Dec 25</p> | <p>To ensure all staff know the SEND Policy and implement it effectively</p> <ul style="list-style-type: none"> <li>• Setting suitable learning challenges</li> <li>• Responding to pupils' diverse learning needs</li> <li>• Overcoming potential barriers to learning and assessment for individuals and groups of pupils.</li> </ul> <p>To ensure all staff use these to inform differentiated planning and provision across the school.</p> <p>To make all staff aware of available specialist support.</p> <p>To identify training needs from the SEND Mainstream Core Standards.</p> <p>To ensure that pupils with disabilities can participate fully in the curriculum</p> | <p>Professional Development meetings</p> <p>Update staff training in line with the SEND Mainstream Core Standards</p> <p>School to be made aware of available Support Services and how to access these.</p> <p>Review training needs to support curriculum access</p> | <p>Staff awareness.</p> <p>Strategies to enable full curriculum access for all pupils to be identified in all long term subject plans</p> <p>Broader range of teaching strategies used</p> <p>Next steps in learning identified</p> <p>Pupils making expected progress</p> <p>Staff confident that they are meeting pupils' needs</p> <p>All student access the wider curriculum.</p> |

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| <p><b>Medium</b><br/>Sept 25-Aug 26</p> | <p>To look at potential intake for following term/year to identify training needs</p> | <p>To provide access training relevant to whole school and individual pupil needs</p> | <p>All staff feel competent and supported in dealing with wide range of ability and disability</p>  |
| <p><b>Long</b><br/>Sept 25-Aug 28</p>   | <p>To develop and maintain the above on an annual basis</p>                           | <p>To provide training with appropriate support services for relevant staff</p>       | <p>School to have a wide range of teaching styles and resources available for all areas of the curriculum.</p> <p>All practice reviewed on an annual basis.</p> |

## ACCESS TO INFORMATION

| Timescale                                   | Target  | Strategy   | Outcome  |
|---|---|--|--|
| <b>Short</b><br><i>Sept 25-Dec 26</i>       | To identify in consultation with the LA any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information. | Create alternative means of communication as needs are identified e.g. strategies for parents' meetings.<br><br>Identify any specialist equipment needed – lap tops, hearing loops.<br><br>Liaison with specialist services eg SALT for specific needs eg communication boards | All pupils able to access information as needed.<br><br>School able to provide written information in alternative formats as required for pupils and parents.<br><br>Use of widget visuals across the whole school to support all learners |
| <b>Medium/Long</b><br><i>Sept 25-Aug 28</i> | To maintain above practice and review on an annual basis  | Regular review of need and delivery of alternative formats as needed   | Information available for parents and pupils in a variety of formats   |

## PHYSICAL ACCESS

### APPENDIX A

| Statement   | Evidence  | Action needed   |
|---|---|---|
| The size and layout of areas allows access for all pupils including<br><b>Academic areas</b> e.g classrooms, hall, library<br><b>Sporting areas</b> e.g hall, outdoor sporting facilities<br><b>Social facilities</b> e.g canteen, common rooms<br><b>Play areas</b><br>Playgrounds | All pupils have access to all facilities within the school.   |   |
| Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.    | Wheelchair access is limited throughout the school. All building development is focused upon this issue and all alterations are being addressed during constructions. Over the last year progress has been made in this direction with the installation of ramps and handrails throughout the premises. | Continue to assess the needs of the pupils who use wheelchair and make the appropriate alterations when appropriate |
| Pathways of travel around the school site and parking arrangements are safe, logical and well signed.   | Pathways around the school site are good and parking is safe and logically placed.  |   |
| Emergency and evacuation systems inform <b>ALL</b> pupils,  | All systems have auditory and visual components.  |   |

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| including pupils with SEN and disability. Alarms have visual and auditory components.  |  |  |
| Non-visual guides are used to assist disabled people when using buildings. e.g. lifts with tactile buttons.                                | N/A  |  |
| Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy                                | Review signage when décor or building projects take place.   |  |
| All areas to which pupils have access are well lit   |  |  |
| Steps are taken to reduce background noise for hearing impaired pupils e.g consideration given to a room's acoustics, noisy equipment etc. | There are currently quiet spaces throughout the school, e.g. Sensory Room, Intervention room and a Nurture room at lunchtime |  |
| Furniture and equipment are selected, adjusted and located appropriately. e.g height-adjustable tables available, low level sinks.         | Furniture and sink levels are considered within the school. Individual adaptations are made as necessary.                    |  |

# CURRICULUM ACCESS

## APPENDIX B.

| Statement  | Evidence   | Action needed |
|--|--|---------------|
| All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities  | Induction Programme<br>CPD records:<br>ADHD<br>ASD<br>Speechlink<br>Medical Needs (epipen)   |               |
| Classrooms are optimally organised for disabled pupils   | Classrooms are adapted as and when necessary.  |               |
| Lessons provide opportunities for all pupils to achieve  | Planning shows differentiation and individual curriculum needs   |               |
| Lessons are responsive to pupil diversity  | A wide range of resources using multicultural activities   |               |
| Lessons involve work done by individuals, pairs, groups and the whole class  | Planning shows a range of organisational strategies: partner work, collaborative groups, etc.  |               |
| All pupils are encouraged to take part in extra-curricular music, drama and physical activities  | School has a range of clubs and extra curricular activities open to all pupils as well as main curriculum activities.  |               |
| All staff recognise, and allow for, the mental effort expended by some disabled pupils e.g lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils. | Annual Handover notes and transition meeting notes<br>Information in teacher files relating to individual pupil's needs. List of medical needs in teacher's registers.<br>Extra time given in tests for dyslexic pupils and those with slow processing skills.<br>Equipment supplied eg ergonomic pens and |               |

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|   | pencils, writing slopes, move and sit cushions and table top screens.  |  |
| All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.  | Staff adapt resources where appropriate and/or allow extra adult support if necessary  |  |
| Disabled pupils who cannot engage in some particular activities are given alternative experiences. e.g pupils who cannot participate in all forms of physical education | Alternative arrangements are made between school and parents (e.g. a pupil is taken swimming by parents instead of school games) |  |
| Access to computer technology is appropriate for students with disabilities   | All classes have access to laptops/ipads for individuals if required   |  |
| School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment  | All pupils access school trips (parent consent forms)  |  |
| All staff have high expectations of all pupils  | Teachers set challenging 'next steps' daily, termly and annually.  |  |
| All staff seek to remove all barriers to learning and participation   | Pupil progress meetings identify any difficulties/ barriers pupils may be facing. These are addressed a.s.a.p.                   |  |

**ACCESS TO INFORMATION**

**APPENDIX C**

| <b>Statement</b>  | <b>Evidence</b>  | <b>Action needed.</b> |
|---|--|-----------------------|
| The school liaises with LEA support services to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information | School has purchased Communicate In Print software.  |                       |
| The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud overhead projections and describing diagrams.                   | Documents are shared with parents when necessary so that they are fully explained before asking parents to sign.<br>Access to translated information for EAL/ non English speaking parents |                       |
| The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g. the Visually Impaired Service for assistance with Braille.                           |  |                       |
| Staff are familiar with technology and practices developed to assist people with disabilities.  |  |                       |

## **SPECIALIST SUPPORT.**

### **APPENDIX D**

Specialist support, for pupils with a variety of disabilities, is available and schools should always consult the appropriate service for detailed outreach support.

- Advisory Team for Inclusion
- Educational Psychology Service
- Sensory and Language Support Service
- Service for Autism
- Service for Pupils with Physical Disabilities
- Education Intranet
- Advisory and Improvement Service
- Governor Training Unit
- Health Needs Education
- Specialist Teacher service
- Educational Psychologist
- Support from Communities of Schools