



## **Introduction**

This document sets out the Accessibility Plan for Devonshire Primary School (the school) which has been prepared by the governing body of the school in fulfilment of its obligations under the Equality Act 2010 (Schedule 10). The Headteacher of the school, who has special responsibility for equality issues in the school, has assisted the governing body in drawing up the Accessibility Plan.

The Accessibility Plan complements the governing body's obligation (as set out in the Equality Act 2010) not to discriminate against a disabled pupil and to take such steps as it is reasonable to have to take ('reasonable adjustments') to avoid a substantial disadvantage caused to a disabled pupil in comparison with a pupil who is not disabled by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

## **Aims**

The Accessibility Plan sets out the school's plan, over a 3-year period commencing from 1st May 2023, for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled and so that such delivery to disabled pupils is made within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

## **Implementation and review**

The governing body is responsible for the implementation, review and if necessary, revision, of the Accessibility Plan. It has delegated this responsibility to the curriculum committee of the governing body in respect of the plans set out in (a) and (c) above and to the premises committee of the governing body in respect of the plan set out in (b) above.

The Headteacher will provide information to the governing body (through the relevant committee) on request about the day-to-day management of the objectives set out in the Accessibility Plan.

In drawing up this Accessibility Plan, the governing body has had regard to the need to allocate adequate resources for implementing the Accessibility Plan. The governing body has allocated adequate resources for implementing the Accessibility Plan for the current financial year and will review the Accessibility Plan in the light of the school's actual and proposed income and expenditure.

The Accessibility plan will be reviewed by the governing body as necessary and at least every 3 years.

## **Definition of disability**

A pupil is defined as having a disability under the Equality Act 2010 if:

- (a) the pupil has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on the pupil's ability to carry out normal day-to-day activities.

## **Consultation, publication and reporting**

In drawing up the Accessibility Plan the governing body has consulted members of staff of the school and parents/carers. Parent/carers and other stakeholders will be informed of the content of the Accessibility Plan and invited to comment. The governing body will take account of all comments provided and revise the Accessibility Plan as appropriate. Members of staff, parents/carers and other stakeholders will be kept informed of significant revisions to the Accessibility Plan. The Accessibility Plan will be published on the school website and a copy will be available on request at the school office.

The governing body's annual report of the implementation of the Accessibility Plan will be published on the school website in the minutes of the meeting of the governing body.

## **Audit of existing achievements and provision**

### **Curriculum**

- Data obtained on future pupils to facilitate advance planning – includes pupils entering the foundation stage and those transferring from other schools
- Established procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information given to all relevant staff
- Regular home/school liaison promoted and encouraged
- Differentiated curriculum to enable pupils to feel secure and make progress
- Teaching assistants deployed to cover a range of curriculum needs eg: speech and language, literacy and numeracy
- Special considerations for pupils taking part in formal tests e.g.: adult readers provided for maths and science
- Strong links with outside agencies eg: educational psychologists, speech and language, school nurse, ASD support service,
- Consideration of children's preferred learning styles

### **Physical Environment**

- Wheelchair access to school entrances by means of ramp
- Wheel chair access to and within the school building, where there is a change of level within the building access between the 2 levels is by means of a ramp or a disabled lift. The school nursery is all on one level and has a ramp to access it.
- There are 2 assisted toilets, one on the ground floor and one on the first floor.
- The car park has a dedicated disabled parking space that is available as required.

### **Information**

- Provision of information to pupils with a disability – this would currently be provided by offering a one to one explanation to pupils and their parents. If necessary, information could be made available in a range of formats
- The school sends a monthly newsletter (The Devonshire Dispatch) to parents by e-mail. Parents who do not wish to receive it by e-mail have a paper copy sent home via their child.
- The school provides newsletters and key information on its website

It should be read in conjunction with the London Borough of Sutton's audit of current provision at Devonshire Primary School.

## COGNITIVE DISORDERS

Aim	Available resources	Activity	Recipients	Timescale and cost	Success criteria	Monitored by	Evaluation and impact
To increase awareness and understanding of specific learning disorders that are relevant to a specific class or the school as a whole.	Staff Training Budget	<ul style="list-style-type: none"> <li>• Support and advice from AHT (Inclusion)</li> <li>• Support and advice from any relevant specialist agencies including other schools with specialist knowledge as and when appropriate.</li> </ul>	Relevant teaching staff and support staff	As and when appropriate	<ul style="list-style-type: none"> <li>• Staff will have an enhanced understanding of specific cognitive disorders that are specific to children in the school.</li> </ul>	SLT/ AHT (Inclusion)	
To increase the understanding of the diagnosis of specific disorders and levels of need associated with them.	Staff training budget	<ul style="list-style-type: none"> <li>• Access to specialist advice.</li> <li>• Ensure relevant information is shared with relevant staff.</li> <li>• Liaise with other agencies supporting the pupil to ensure a cohesive approach to their learning and support.</li> <li>• Liaise with other agencies that are able to provide additional support and advice.</li> <li>• Use of appropriate and additional resources to support the children's needs.</li> </ul>	Relevant teaching staff and support staff	As and when appropriate	<ul style="list-style-type: none"> <li>• All staff working with the pupil have the necessary understanding, information and resources to effectively support the child and their needs.</li> <li>• SENCO designated as monitoring support.</li> </ul>	SLT/SEN Inclusion leader	
To ensure full access to the curriculum at an appropriate level.		<ul style="list-style-type: none"> <li>• Work differentiated in pace, style and content.</li> <li>• Consistent and structured approach to classroom management by all staff.</li> <li>• Enhanced pastoral support.</li> <li>• Regular home/school liaison.</li> <li>• Advice from subject leader.</li> <li>• Advice from specialists</li> </ul>	All staff	Ongoing	<ul style="list-style-type: none"> <li>• All children have access to the curriculum at an appropriate level.</li> </ul>	SLT/ AHT (Inclusion)	

## HEARING IMPAIRMENT

Aim	Available resources	Activity	Recipients	Timescale and cost	Success criteria	Monitored by	Evaluation and impact
To increase awareness and understanding of the impact of deafness or partial hearing on learning.	Staff training budget	<ul style="list-style-type: none"> <li>• Staff training from the LA hearing impairment service.</li> </ul>	All staff	As and when appropriate	<ul style="list-style-type: none"> <li>• Staff will be aware of the need for a broad range of strategies to enhance the learning for deaf children.</li> </ul>	SLT	
To ensure that children with a hearing impairment can fully access the curriculum at an appropriate level.	Staff training budget	<ul style="list-style-type: none"> <li>• Access to specialist advice, particularly for alternative and additional forms of communication (eg: sign language and lip reading).</li> <li>• Information displayed visually.</li> </ul>	Pupils All staff	As and when appropriate	<ul style="list-style-type: none"> <li>• All staff working with the child have increased confidence to meet the needs of children with a hearing impairment.</li> </ul>	SLT	
To overcome potential barriers to learning and assessment.	SEN budget or budget specific to the child's needs	<ul style="list-style-type: none"> <li>• Enhanced pastoral support.</li> <li>• Reduction of background noise through specific aids or arrangement of furniture.</li> <li>• Regular home/school liaison.</li> <li>• Regular monitoring of the child's support and effective use of equipment from the LA advisor for hearing impairment.</li> </ul>	Children with a hearing impairment	As and when appropriate	<ul style="list-style-type: none"> <li>• Pupils feel secure in school and have the opportunities provided to reach their potential.</li> </ul>	SLT	
To improve the physical environment to enable children with a hearing impairment to work effectively in the classroom environment.	Budget specific to the child's needs	<ul style="list-style-type: none"> <li>• Seek advice if needed</li> <li>• Seating of child to facilitate lip reading.</li> </ul>	Children with a hearing impairment	As and when appropriate	<ul style="list-style-type: none"> <li>• Pupils feel secure in school and have the opportunities provided to reach their potential.</li> </ul>	SLT	
To extend the use of sign language as a means of communication throughout the school.		<ul style="list-style-type: none"> <li>• Further raise the profile of signing as a means of communication.</li> <li>• Staff training</li> </ul>	Children with a hearing impairment	As and when appropriate and ongoing	<ul style="list-style-type: none"> <li>• Signing used for basic words and phrases (eg: good morning, thank you etc) in the class that the child with a hearing impairment works in.</li> </ul>	SLT	

## VISUAL IMPAIRMENT

<b>Aim</b>	<b>Available resources</b>	<b>Activity</b>	<b>Recipients</b>	<b>Timescale and cost</b>	<b>Success criteria</b>	<b>Monitored by</b>	<b>Evaluation and impact</b>
To increase awareness and understanding of problems experienced by visually impaired pupils.	Staff training budget	<ul style="list-style-type: none"> <li>Staff training by the LA advisor for VI children.</li> </ul>	All staff	As and when appropriate	<ul style="list-style-type: none"> <li>Staff have an enhanced understanding of the difficulties experienced by visually impaired pupils.</li> </ul>	SLT/ AHT (Inclusion)	
Ensure visually impaired pupils can fully access the curriculum at the appropriate level.	Staff training budget	<ul style="list-style-type: none"> <li>Access to specialist advice.</li> <li>Work presented in an accessible format.</li> <li>Raised/slanted desks if necessary.</li> </ul>	All teaching and support staff working with a VI pupil Visually impaired pupil	As and when appropriate	<ul style="list-style-type: none"> <li>Stock of resources are available to support a VI child.</li> <li>Work is presented in an accessible format according to their individual needs.</li> </ul>	SLT/ AHT (Inclusion)	
Overcoming potential barriers to learning and assessment.		<ul style="list-style-type: none"> <li>Enhanced pastoral support.</li> <li>Regular home/school liaison.</li> <li>Regular monitoring by the LA advisor for VI.</li> <li>Advice from the LA advisor for VI as to how best support learning.</li> </ul>	VI pupils and families	As and when appropriate	<ul style="list-style-type: none"> <li>Pupils feel secure in school and have the opportunities provided to reach their potential.</li> </ul>	SLT/ AHT (Inclusion)	
Ensure that the environment is conducive to safe movement around the school for visually impaired pupils or staff		<ul style="list-style-type: none"> <li>Seek advice</li> </ul>	All users of the building	Ongoing	<ul style="list-style-type: none"> <li>School is made as safe and accessible as possible for VI pupils/stakeholders.</li> </ul>	SLT/Premises Committee	
To maintain the visibility of steps around the school site.		<ul style="list-style-type: none"> <li>All external step edges around the site are painted yellow.</li> </ul>	VI pupils and stakeholders	Ongoing	<ul style="list-style-type: none"> <li>Steps are more clearly visible to people with a VI.</li> </ul>	SLT	

## PHYSICAL DISABILITY

<b>Aim</b>	<b>Available resources</b>	<b>Activity</b>	<b>Recipients</b>	<b>Timescale and cost</b>	<b>Success criteria</b>	<b>Monitored by</b>	<b>Evaluation and impact</b>
To increase awareness and understanding of physical disabilities.	Staff training budget	<ul style="list-style-type: none"> <li>Staff training if necessary for all staff who will be working with the pupil.</li> </ul>	All staff	As and when appropriate	<ul style="list-style-type: none"> <li>Staff will have an enhanced understanding of physical disabilities that may affect children in the school.</li> </ul>	SLT/ AHT (Inclusion)	
Increased information on level of incapacitation and additional needs of children with physical disabilities.		<ul style="list-style-type: none"> <li>Access to specialist advice on specific equipment needed to support the specific disability.</li> </ul>	All staff	As and when appropriate	<ul style="list-style-type: none"> <li>Pupils feel secure in school and have opportunities provided to reach their potential.</li> </ul>	SLT/ AHT (Inclusion)	
To ensure that disabled pupils can access the necessary parts of the school		<ul style="list-style-type: none"> <li>All areas of the school are accessible by a ramp or a lift.</li> </ul>		As and when appropriate	<ul style="list-style-type: none"> <li>Pupils will have physical access to all of the necessary parts of the school.</li> </ul>	SLT/ AHT (Inclusion)	
To actively encourage disabled parents to fully participate in school life.	Building budget	<ul style="list-style-type: none"> <li>Ensure activities held for parents are in accessible places.</li> <li>Ensure activities held for parents take account of the specific needs of disabled parents.</li> </ul>	Parents with disabilities	Ongoing	<ul style="list-style-type: none"> <li>Parents with disabilities feel they can be actively involved in school life.</li> </ul>	SLT/ AHT (Inclusion)	
To provide toilet access for the disabled		<ul style="list-style-type: none"> <li>2 assisted toilets, one on each floor of the building and all accessible to disabled pupils, staff and visitors</li> </ul>	Pupils, parents, staff, governors and visitors who have a physical disability	Ongoing	<ul style="list-style-type: none"> <li>All assisted toilets are accessible</li> </ul>	SLT/Premises committee	
To ensure that pupils with disability have a suitable workstation/desk in class.	Furniture budget or budget specific to the child's needs	<ul style="list-style-type: none"> <li>Liaise with appropriate specialist advisor from the local authority.</li> <li>Purchase of suitable workstation where needed.</li> <li>Re-organisation of furniture/work stations to accommodate the child's physical needs where needed.</li> </ul>	Pupils with a disability	As and when appropriate	<ul style="list-style-type: none"> <li>Child with physical disability to have a suitable workstation/desk.</li> </ul>	AHT (Inclusion)/ Class teacher	

### PHYSICAL DISABILITY (Cont.)

Aim	Available resources	Activity	Recipients	Timescale and cost	Success criteria	Monitored by	Evaluation and impact
To ensure that the physical environment meets current and anticipatory needs of pupils and staff.	Building budget, furniture budget or budget specific to the child's needs	<ul style="list-style-type: none"> <li>• Analysis of needs of disabled person, detailed transfer meeting prior to the child starting Devonshire, seeking specialist advice if necessary.</li> <li>• Purchase specialist equipment or adaptation of existing equipment.</li> <li>• Ongoing review of equipment in line with the needs of the child/adult.</li> </ul>	Pupils, parents, staff, governors and visitors who have a physical disability	Ongoing	<ul style="list-style-type: none"> <li>• Physical environment meets the needs of the disabled person and is reviewed regularly.</li> </ul>	SLT/ AHT (Inclusion)/ Premises Committee	
To ensure that all visitors to Devonshire have access to the entrance of the buildings.		<ul style="list-style-type: none"> <li>• Disabled car parking space always available.</li> <li>• Area leading into the building is flat.</li> </ul>	Pupils, parents, staff, governors and visitors who have a physical disability	Ongoing	<ul style="list-style-type: none"> <li>• All visitors have access to the entrances of Devonshire Primary School.</li> </ul>	SLT/SBM/ Site Manager	
To ensure that pupils who have a disability are participating fully in school life		<ul style="list-style-type: none"> <li>• Monitor uptake of extra curricular activities (including school trips) by pupils with physical disabilities.</li> <li>• Risk assessment carried out with careful consideration to the physical needs of the child.</li> </ul>	Pupils with a physical disability	As and when appropriate and ongoing	<ul style="list-style-type: none"> <li>• Pupils who have a physical disability take a full part in school life.</li> </ul>	SLT/ AHT (Inclusion)	

## MEDICAL NEEDS

Aim	Available resources	Activity	Recipients	Timescale and cost	Success criteria	Monitored by	Evaluation and impact
To increase awareness and understanding of the medical needs.	Staff Training budget	<ul style="list-style-type: none"> <li>• Staff training if necessary for all staff who will be working with the pupil.</li> <li>• Meetings with the school nurse and parents.</li> </ul>	All staff	As and when appropriate	<ul style="list-style-type: none"> <li>• Staff will have an enhanced understanding of specific medical needs that may affect children in the school.</li> </ul>	SLT/ AHT (Inclusion)	
To ensure that staff working with a child, with medical needs, have necessary information on the impact of medical needs and additional needs that may arise from these needs.	Staff training budget School nurse	<ul style="list-style-type: none"> <li>• Access to specialist advice on specific equipment needed to support the specific medical need.</li> <li>• Specialist advice and training related to working with the specific medical need.</li> </ul>	All staff	As and when appropriate	<ul style="list-style-type: none"> <li>• Staff are aware of any impact the medical needs will have on the child's learning or any adaptations to the curriculum/learning environment that may have to be made.</li> <li>• Setting up a care plan.</li> </ul>	SLT/ AHT (Inclusion)	
To ensure that pupils with a significant medical need participate fully in school life, including extra-curricular activities and school trips.		<ul style="list-style-type: none"> <li>• Risk assessment carried out with careful consideration to the medical needs of the child.</li> <li>• Regular reviews to be carried out.</li> </ul>	Pupil with significant medical need	As and when appropriate	<ul style="list-style-type: none"> <li>• Child with significant medical needs is able to participate fully in educational visits and extra-curricular activities.</li> </ul>	SLT/ AHT (Inclusion)	