

# Accessibility Policy

## Devoran School



**Approved by:** Governing Body **Date:** 8 February 2021

**Last reviewed on:** September 2012

**Next review due by:** September 2023

## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

This Accessibility Plan has been drawn up in consultation with the Local Authority, staff and governors of the school and covers the period from September 2020 – July 2024

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Devoran School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- 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.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- 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 various preferred formats within a reasonable time frame.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. The school supports any available partnerships to develop and implement the plan and has been written in accordance with the following policies, strategies and documents:

- Cornwall's [Accessibility Strategy 2018-2022](#)
- [Equality Objectives](#)
- [Single Equality Audit](#)
- Staff Development audit
- [Health & Safety \(including off-site safety\)](#)
- [Inclusion and Special Needs](#)
- Behaviour Strategy
- School Improvement Plan
- School Prospectus and Mission Statement

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

## **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.

## **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board after a period of consultation with all relevant stakeholders at the time of writing.

## **Action Plan**

The action plan on the following pages sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources may include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>Review the needs of specific children in accordance with the planned curriculum offered</p> <p>Regular reviews to go through IPP targets and celebrate successes</p>	SENDco to coordinate meetings with teachers, TAs, parents and children to ensure that the curriculum is meeting the child's needs	SENDco	Annual focus	Data for children with disabilities will improve and be in line (or above) peers without disability
Training for staff on differentiating the curriculum	<p>Staff meetings</p> <p>Staff audits</p> <p>Performance management lends itself to personal reflection and CPD opportunities</p>	Review the needs of specific children in accordance with the planned curriculum offered	Undertake an audit of staff training requirements	SENDco	Ongoing	All staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum

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All out of school enrichment activities are planned to ensure the participation of all pupils (if they choose)	<p>All children are welcome to all enrichment opportunities</p> <p>Good communication with parents to ensure appropriate risk assessments etc are in place</p>	Encourage chn to engage in enrichment opportunities	SENDco to look at our enrichment offer and which activities our children could attend	SENDco	Ongoing	Increase access to all school enrichment activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of pupils	<p>Table plans</p> <p>Key workers supporting children where necessary and where it is part of the plan</p> <p>High quality teaching scaffolds to help children feel confident</p> <p>Language used to all stakeholders in school is encouraging ad linked to our values; Ready, Respectful and Safe</p>	To enable chn to be independent wherever possible by creating activities whereby they can build on their independence	Teachers to think creatively about how they can incorporate this into their classroom	Teachers SENDco	Ongoing	All children feel that they can access national curriculum and partake in some independent activities depending on need

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Enable parents/ carers with disabilities to fully access school e.g. open evenings, coffee mornings	The environment is adapted to meet the needs of parents/carers as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• disabled parking bays</li> <li>• disabled toilets</li> </ul>	Include question re need for reasonable adjustments for parents/carers with disabilities on open evening appointment slips	Will vary according to adjustments needed e.g. staff awareness training in staff meetings	Headteacher, SENCO, SLT	Ongoing	Parents/carers who need accessibility arrangements due to a disability can make their needs known to school
Challenge disability-based bullying and harrasment	Anti-bullying strategy Code of conduct Raised awareness through themed days / targeted assemblies in school	Ensure that all staff are aware of and will challenge disability-based and harassment amongst children and adults  Encourage children to tell an adult if they feel bullied or harassed	Use curriculum-based learning to teach and embed good values  Use staff straining sessions to embed good values	Headtacher, SENDCo, SLT, Teacher	Ongoing	Any incidents of disability-based bullying or harassment recognized, recorded and dealt with.  Number of incidents lessons over time

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Clarification of emergency evacuation procedures	Induction Training Termly Fire Drill Access to appropriate training	As part of health and safety audit review plans for emergency evacuation To be included on behaviour management plans for children with SEMH who can be uncooperative Fire Marshall training	Review fire drills termly Review Fire Marshall numbers & responsibilities	Headteacher, SENCO, SLT	Ongoing	All staff know procedures for safe evacuation and are able to carry out their part in the procedure
Support return to school/work for children/staff with long term illness/disability	Meet with parents Communication with parents and child TIS work to support the child whilst absent from school Use of social stories Employee Return to work interviews	Meet with parents & children to plan return & make reasonable adjustments <ul style="list-style-type: none"> <li>• phased return</li> <li>• part time timetable</li> <li>• seating</li> <li>• timely breaks</li> </ul> Meet with employee to plan return to make reasonable adjustments <ul style="list-style-type: none"> <li>• phased return</li> <li>• part time working</li> <li>• seating</li> <li>• timely breaks</li> </ul>	Review Reasonable adjustments	SENCO HOY, Teacher Line Manager	Ongoing	Children/ staff make successful return to work

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Support children with language and communication needs	Review EHCP's / chn in need of EHCPs  Strong links with Early Help Hub and S&L Team	Review and implement speech and communication provision in all year groups Train/retrain staff to run groups as necessary Investigate the possibility of buying additional SALT time and services especially for EYF	SALT Provision	SENDco	Ongoing	Children with S&L communication needs are able to access the curriculum
Raise attainment of children with disabilities	Review and assess using formative and summative assessment	Improve staff understanding of children with disabilities Train staff to manage conditions of children with medical needs	School nurse, external training providers	SENDco / Teachers	Ongoing	Children with disabilities make progress in line with children without disabilities

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Review communication with parents / carers	Parent Surveys Weekly newsletters Website Letters to parents Parent consultations Informal meetings Use of Class Dojo to increase connection with teachers	Consider font style, size of print, layout used for written communication with parents / carers  Consider use of ICT as alternative method of communication  Provision of an interpreter where possible and where appropriate  Drop-in session available to parents to access ICT to support understanding and improve communication	Ensure communication tools and services used are current and accessible to all	Headteacher, SENDco, School office, Teachers	Ongoing	Parents / carers are satisfied with the quality of communication and the medium used
Raise awareness of disability	Access to appropriate training	Focused 'disability awareness week' through our PSHE programme to raise awareness of disabilities	PSHE Jigsaw sessions to enable children to ask questions and raise awareness of disability in a safe environment	SENDCo PSHE Lead Teachers	Ongoing	Pupils / staff more aware of disability

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To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with severe asthma, diabetes, epilepsy (or other medical need) or mobility issues	Regular meetings with outside agencies linked to the disability and the child	To ensure Individual Health Plans are in plans for identified children and that there is collaboration between all key personnel	Ongoing Review EHCP	SENCO	Ongoing	Clear collaborative working approach