

Davenham Church of England Primary School

**"Working Together, Playing Together, Serving God and Serving Others"**

***"...encourage one another and build each other up..."***

**1 Thessalonians 5:11.**

## **ACCESSIBILITY PLAN**

Under the provisions of schedule 10 of the Equality Act 2010 and SEND Regulations 2014, Davenham recognises the need for implementing an Access Plan and will endeavor to ensure that adequate resources are made available to implement the plan effectively.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan and will ensure that the plan considers our SEND and the Equality, Diversity and Inclusion Policy.

The purpose of the school's plan is to

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Equality Act
- Eliminate harassment based on protected characteristics.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Ensure all SEND pupils can participate fully in the curriculum.
- Improve the physical environment of school to make it fully accessible to all.

## **DISABILITY**

A disabled person is someone who has a physical or mental impairment which causes an adverse, substantial and long-term effect on their ability to complete normal daily activities or routines. Physical or mental impairment includes sensory impairments and also hidden impairments. According to the legislation, 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes a wide range of impairments, including learning disabilities, mental health, dyslexia, diabetes and

epilepsy. The definition can include a wide range of impairments, including hidden impairments such as autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD).

## **ACCESSIBILITY**

Davenham is organised on one level and some classrooms have doors which open directly onto the playground. We have 2 disabled car parking spaces for parents / carers and an accessible toilet facility.

Adaptations have been made to parts of the school building to ensure that children with specific needs have their needs met. Advice is sought from parents and other professionals when considering how to make school accessible for individual needs.

## **ASTHMA, ALLERGIES and FIRST AID**

A list of children who have asthma is kept and inhalers for these children are kept in the classroom cupboard.

Children with food intolerances / allergies should be identified to the school; this information will then be clearly noted on their records and kitchen staff will be notified. A list of children who have known food allergies is kept and where EpiPens have been prescribed, these are kept in the classroom cupboard.

First Aiders will hold current certificates including Pediatric First Aiders. Medication is kept in a locked cupboard in the Staff Room. Medication should only be administered by staff who have completed specific training. Consent Forms must be completed by parents / carers.

Please refer to Medicines Policy.

## **VISION AND VALUES**

It is our intention that all children at Davenham become confident, sociable individuals. We take a proactive approach towards disability equality and inclusion, ensuring that consideration of disabled members is embedded in all decision-making and activities.

### **Our vision for our community is that**

- All stakeholders including pupils, prospective pupils, staff, governors and other members of the school community, are treated favorably and that wherever possible, reasonable steps and precautions are taken to avoid placing anyone at a disadvantage.
- We work closely with disabled pupils and their families, along with any outside agencies, to remove or minimise barriers to learning, allowing them to participate fully in the life of the school.

## We will

- Identify pupils and prospective pupils who may need additional support and seek to understand their individual needs.
- Ensure staff are adequately trained and understand the legislation surrounding equality.
- Identify areas of the curriculum to which disabled pupils may have limited or no access to and make necessary adjustments wherever possible.
- Carry out an audit of the school building and grounds to which disabled pupils have limited or no access to and make necessary adjustments wherever possible.
- Review the way information is provided to disabled pupils and their families to ensure access for all.
- Report key statistics, without breaching Data Protection regulations.
- Carry out regular access audits to assess our strengths and areas for development, based on the needs of our whole school community.
- Undertake further monitoring of recruitment, retention and career development in relation to staff will be undertaken.
- Continue to ensure that school trips are planned on the basis that all pupils are included.
- The school will continue to adopt the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. This is part of the Disability Confident Leader Award.

## Action Plan and monitoring

An Action Plan can be found below detailing the school planned improvements.

### CURRENT TARGETS

Target	Tasks	Timescale	Resources	Person responsible
Access to curriculum	Staff training is available and statutory training is kept up to date.  All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom such as	On going.  On going	Cost of course varies. Supply costs if required.	HT / SBM  SENDCO/ Assistant SENDCO and Class Teachers

	<p>ADHD, Autism Spectrum Disorders, Dyslexia, etc.</p> <p>Staff training around ways to support pupils with SEND across all areas of the curriculum.</p> <p>Printing for children with additional needs such as dyslexia or Irlens (may be coloured paper, larger fonts etc.)</p>		<p>Management time for Assistant SENDCO to create documentation and delivery training.</p> <p>Paper and Printing costs</p>	
Access to the wider curriculum	<p>School visits (including residential visits) are accessible to all – risk assessment will ensure access for all addressing any additional needs.</p> <p>Clubs accessible to all pupils with adaptations made if required.</p>	<p>As and when visits occur.</p> <p>As and when clubs occur.</p>	<p>Time for visit leader to complete pre visit and complete risk assessment.</p> <p>None</p>	<p>Class teachers</p> <p>Class teachers / outside agencies may provide clubs</p>
Impact Analysis	<p>Consider impact of policies Behaviour and Anti Bullying Policy, Educational Visits in relation to pupils with disabilities or additional needs.</p> <p>Pupil voice.</p>	At time of policy review	None	JH and FGB

Premises	Continue to replace taps with lever taps.  Add external doors to classrooms and ensure adequate for wheelchair use.	Ongoing  Ongoing	TBC  Cost on application	Site Manager  HT/ SBM/ FGB  HT
Attitudes	Develop pupils' understanding around diversity and inclusion.  Monitor impact through pupil questionnaires.  Create displays in each phase corridor with books / quotes to encourage discussion.	On going – Staff meetings  Worship time.  RSE	      £500	HT/ DHT/ FGB
Information  Availability of documents in alternative formats.	Ensure all stakeholders can access Newsletters and current school publications and promote the availability in different formats for those that require it.  Support provided if necessary for non-literate parents / carers.	On going	Time for staff to spend with parents / carers as required.  Bi-lingual member of admin staff to support growing numbers of parents with EAL.	Class teachers
Staff	Any medical needs / disabilities discussed as part of induction process	On going	Induction Meeting  Risk Assessment if required	HT and staff

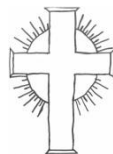
Promoting equality of opportunity for staff	<p>Monitor data in relation to recruitment, retention and professional development.</p> <p>Encourage disclosure of disability.</p> <p>Incorporate questions into staff survey</p>		Management time	HT and FGB
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## OUTCOMES

Davenham recognises the need for implementing an Access Plan to ensure that and will endeavor to ensure that adequate resources are made available to implement the plan effectively. The plan aims to promote equality of opportunity.

## EQUALITY STATEMENT


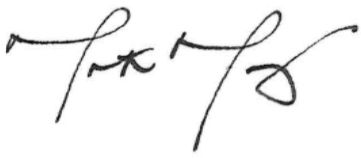
Davenham Primary School is committed to ensuring equality of opportunity for all children, staff, parents, carers and visitors irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, age, pregnancy and maternity, marriage and civil partnership. We tackle discrimination through the positive promotion of equality, by valuing diversity, challenging bullying and stereotypes and by creating an inclusive environment which champions fairness and respect for all.



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### **POLICY FOR ACCESSIBILITY**

<b>Effective Date</b>		<b>March 2024</b>
<b>Review</b>		<b>Every 2 years</b>
<b>Person Responsible</b>		<b>Joanne Hyslop</b>
<b>Signed Headteacher</b>	<b>Signed Chair of Governors</b>	<b>Date Ratified</b>
  Joanne Hyslop	  Martin Mewies	18 March 2024