

## Accessibility Policy



# Daven

## Primary School

Person Responsible for the Policy	Headteacher
Date Approved	April 2026
Signed	
Date for Review	April 2029
Audience	Governors, Staff and Parents/Carers

## **Introduction**

This accessibility Plan and Action Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the disability Discrimination Act. This policy should be considered alongside the schools Equality and Diversity policy and the SEND policy.

## **Definitions**

The Equality Act 2010 defines a disabled person as “a person who has Physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day to day activities”. Physical or mental impairments include sensory impairments and learning difficulties. The definition also covers certain medical conditions when they have long term and substantial effects on a person’s everyday life. Mental health conditions are also covered and they are clinically well- recognised illnesses.

## **Aims of the Policy**

We are committed to providing an 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 to develop a culture of awareness, tolerance and inclusion. We have specified aims that ensure that the school meets the needs of all, taking into account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in our multi-ethnic society.

Our aims are:

- To ensure that all pupils and staff are encouraged and able to achieve to their full potential.
- To respect and value differences between people.
- To actively promote the ethos of “No outsiders”
- To prepare pupils for life in a diverse society.
- Diversity is not seen as a problem but as a rich resource to support the learning of all.
- To respond positively to differences and encourage the promotion of positive attitudes.
- To make the school a place where everyone has equal opportunity promoting good relations between different groups within the school and within the wider community.
- Promoting good relations between different groups within the school and the wider community with guest speakers in assembly and links with the community.
- To ensure that an inclusive ethos is established and maintained.
- To oppose all forms of prejudice and harassment.
- To extend the physical access of the school.
- To provide understanding of the school's inclusive ethos.

This policy contains explicit and specific statements which reflect the school’s commitment to promote access.

## **Responsibilities**

The Accessibility Action Plan details actions that will be undertaken to improve accessibility for all pupils, staff, parents and visitors to the school. This plan covers a three-year period and is updated annually. This accessibility plan contains actions which cover three main areas:

1. Improving access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
2. Increasing access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
3. Improving and making reasonable adjustments to the delivery of information to pupils, staff, parents and visitors with disabilities.

The LGB and Senior Leadership Team will ensure that the school complies with all relevant disability legislation.

The LGB and Senior Leadership Team will ensure that the policy and related procedures and strategies are implemented.

The Headteacher will ensure that all staff are aware of their responsibilities under the policy.

The Headteacher is responsible for co-ordinating work in access opportunities.

Health and Safety aspects must be reviewed and found appropriate.

### **School ethos**

As a **brave, kind, and curious** school, we stand firmly against all forms of prejudice and discrimination, creating a safe environment where everyone feels valued and respected. In addition to having clear values that weave through daily school life, we are a *small school with a big heart*; we are committed to high standards for every learner and we take a personalised approach, recognising that every child brings unique strengths and perspectives. Our teaching nurtures confidence, self-esteem, and curiosity, with the flexibility to meet diverse needs.

We actively celebrate diversity, encouraging our pupils to be curious about the world and kind in their interactions. We promote strong relationships within our community, recognising that differences enrich our school and help us grow together: we do this by discussing fundamental British Values and Protected Characteristics.

Our staff model kindness and foster a culture of mutual respect and trust. Through our personalised approach, we ensure that individual needs—including dietary, cultural, religious, and accessibility requirements—are thoughtfully met. We are brave in addressing bullying, discrimination, and prejudice. Clear, consistent procedures ensure concerns are dealt with promptly and effectively. Pupils, staff, and families understand that unkind or intolerant behaviour is never acceptable, and staff are well-trained to respond with care and confidence. In living out our value of curiosity and inclusion, we ensure information is accessible to all. We provide materials in a range of formats (such as simplified language, symbols, large print, audio, or Braille) so every pupil and family can engage fully with school life.

### **Leadership and Management**

All the school policies will reflect a commitment to access and inclusion. The LGB (Local Governing Board) and school management set a clear ethos, which reflects the school's commitment to inclusion.

The school promotes positive approaches to valuing and respecting diversity.

The school management will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.

The school ensures the involvement of staff and LGB members and takes appropriate steps to enable the contribution of parents.

The evaluation of policies is used to identify specific actions to address access issues.

Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community. Timetabling is considered to ensure no discrimination.

### **Staffing and recruitment**

The school adheres to recruitment and selection procedures which are safe, fair, equal and in line with statutory duties and LEA guidelines.

The skills of all staff, including support and part-time staff are recognised and valued.

All staff are given status and support and are encouraged to share their knowledge.

Staff policies, systems and processes, along with regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

## **Curriculum**

Curriculum planning takes account of the diverse range of needs of all pupils. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls;
- pupils learning English as an additional language;
- pupil's disabilities;
- pupils who are working at greater depth or displaying talents or gifts within certain areas of their learning;
- pupils different learning styles;
- pupils with special educational needs;
- pupils who are looked after by the local authority;
- pupils who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to disability, religion and culture.

To facilitate an inclusive curriculum we ensure:

- All teachers and support staff have been in receipt of training to teach and support pupils with disability.
- Classrooms are organised to optimise access for disabled pupils.
- Lessons provide the opportunity for ALL to achieve, through clear universal, targeted and specialist resources/ways of working outlined.
- Lessons are responsive to pupil diversity.
- Lessons are structured to incorporate combinations of individual, paired, group and class activities.
- All pupils are encouraged to participate in music, drama and P.E.
- All staff allow additional time for the use of equipment in practical sessions.
- Alternative ways of providing access to experience understanding are provided.
- Appropriate access to ICT is given to all pupils.
- All school visits are accessible to all pupils.
- High expectations are set for all pupils.
- Staff seek at all times to remove barriers from learning and increase the participation of all pupils.

## **Teaching and learning**

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.

All pupils have access to the mainstream curriculum and this is adapted to meet their needs, with specialist advice sought for children who need different from and/or in addition to our ordinarily available provision.

Teaching is responsive to pupils' different learning styles and takes account of pupils' disability, cultural backgrounds and linguistic needs.

Teachers take positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by disability, ethnicity, gender and background.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers encourage pupils to become independent and to take responsibility for their own learning and they do this by explicitly modelling metacognitive strategies.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

User-friendly ways are considered to ensure that pupils with disabilities access the information that is presented.

Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

### **Assessment, pupil achievement and progress**

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The school monitors and analyses pupil performance by disability, gender, ethnicity and background and is therefore able to identify groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have very high expectations of all pupils, and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess pupil progress, including FFT reading, phonics assessments, NFER, independent classroom work, low stakes quizzes, end-of-unit showcases.

### **Behaviour, discipline and exclusions**

The school expects high standards of behaviour from all pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. It is recognised that disability may adversely affect behaviour all staff are trained to understand and overcome this.

All staff operate consistent systems of rewards and discipline as stated within the school's Behaviour and Relationships Policy.

Pupils, staff and parents are aware of procedures for dealing with harassment.

They know that any language or behaviour which is discriminatory, racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

### **Admissions and attendance**

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged.

Comprehensive information about pupils' disability, medical, physical needs, diet etc. is included in all admissions forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.

Provision is made for pupils on extended leave or in hospital or ill at home so that they are able to continue with their learning.

### **Partnerships with parents and community**

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school. The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.

Information material for parents is easily accessible in user friendly language.

Meetings for parents are made accessible for all.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

### **The School environment**

Our aim for the school environment is that it is welcoming and accessible for all. The size and layout of all areas allow access for all pupils. We ensure that:

- Paths around the site are safe.
- Parking arrangements are safe.
- Emergency and evacuation procedures are established to inform all pupils.
- Furniture and equipment are selected, adjusted and located appropriately.
- Areas are well lit.