



Devonshire Primary Academy Accessibility Policy & Plan



Adopted by Governors/HT: Governors
Implementation date: Sep 2014
Review period: 3 Years
Last review date: Sep 2026
Person responsible for policy: Headteacher, SEND
Team and Business Lead

Introduction

Devonshire Primary Academy is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as others. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan (see Appendix 1).

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'

Definitions

Disability - The Equality Act 2010 states that a disability is defined as when a person has a physical or mental impairment which has an adverse, substantial and long term effect on that person's ability to carry out normal day to day activities. A disability can arise from a range of impairments which can include sensory impairments, such as those affecting sight or hearing, learning disabilities, behaviour problems and some medical conditions including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, cancer and any other ongoing condition such as colitis. This list is not exhaustive and further guidance must be sought from the Equality Act 2010 to determine whether a person meets the definition of disability.

Indirect Discrimination - In line with the Equality Act 2010, indirect discrimination is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

Protected Characteristics - The protected characteristics are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

Roles and Responsibilities

The **Governing Committee** will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving and monitoring the Accessibility Policy and Accessibility Plan.

The **Headteacher** will be responsible for:

- Ensuring the school has an Accessibility Plan to improve the school's accessibility in line with the school's legal obligations and the principles outlined in this policy.
- The accessibility of school buildings, facilities and resources for staff, visitors and pupils.

The **SEND Team** will be responsible for:

- Overseeing the accessibility of school buildings, facilities and resources for pupils.
- Creating and reviewing the Accessibility Plan, with the intention of improving the school's accessibility in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring they have oversight of the needs of pupils with SEND attending the school.
- Working closely with the Headteacher and staff to ensure that pupils with SEND are appropriately supported.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Ensuring that appropriate risk assessments, reasonable adjustments and PEEPs are implemented, reviewed and maintained for pupils with disabilities or permanent/temporary additional needs where required.
- Ensuring that staff are aware of pupils' disabilities and medical conditions where necessary.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

The **Business Lead** will be responsible for:

- Ensuring the school fulfils its duties under the Equality Act 2010 in relation to employees, visitors and contractors with disabilities.
- Overseeing the accessibility of school buildings, facilities and resources for staff and visitors.
- Establishing whether a new member of staff has any disabilities or medical conditions which the school should be aware of.
- Seeking advice from Occupational Health and other similar services when required.
- Supporting the implementation and review of reasonable adjustments for staff with disabilities, long-term health conditions or additional needs.

- Ensuring that appropriate workplace risk assessments, reasonable adjustments and PEEPs are implemented, reviewed and maintained for staff, visitors and contractors with disabilities or permanent/temporary additional needs where required.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. As far as is reasonably practicable, the school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with EHCPs, and pupils with SEND, are invited to an admission meeting prior to the pupil starting school at which they can discuss the pupil's specific needs.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The SENDCO/Deputy SENDCO will work with staff to ensure that pupils' EHCP plans are implemented, and that the teaching of subjects is adjusted for pupils wherever necessary in line with their EHCP plans. Where any amendments to the provisions of the plan need to be amended

or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g., PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

The school ensures that specialist resources – including physical resources, e.g., large-print books, and human resources, e.g., learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

Physical Environment

The school is committed to ensuring that all pupils, staff and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils, staff and visitors with disabilities have no access to.

The school will make reasonable adjustments to ensure that parents/carers with disabilities are able to access meetings, events and information, wherever reasonably practicable.

The school recognises that accessibility extends beyond physical mobility and includes sensory, communication and emotional regulation needs. The school therefore provides a range of specialist spaces and support strategies to reduce barriers to learning and participation.

The school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils, staff and visitors.

The Accessibility Plan

Devonshire Primary Academy and its Governors are committed to providing a fully accessible environment. The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled

The intention is to provide a projected plan for a three-year period ahead of the next review date. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some

items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to advise other school planning documents and measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities.

Devonshire Primary Academy was rebuilt in 2005 as a state-of-the-art, innovative building based on the unique 'beehive school' concept. The school was designed to accommodate and support its commitment to inclusion and participation, establishing an exemplar learning environment with many sustainable strategies.

The roof of the main hall is fully accessible as a landscaped technology deck and a large allotment area has also been developed. The learning spaces provide a comfortable environment with excellent acoustic properties. The school is flexible and adaptable, as well as being secure and inclusive.

To further support the diverse needs of our pupils, the school has developed dedicated SEND provision bases for both Key Stage 1 and Key Stage 2. Each provision supports up to eight pupils with EHCPs and provides a highly structured environment with targeted interventions, specialist teaching approaches and bespoke pastoral support focused on cognition and learning needs. These specialist environments provide tailored support to enable pupils to access learning, develop independence and achieve positive outcomes.

The school also provides a range of additional spaces to support pupils' social, emotional and sensory needs. These spaces form part of the school's graduated approach to supporting pupils' wellbeing, engagement and readiness to learn and include:

- A sensory room
- A regulation station for pupils who are beginning to show signs of dysregulation
- A smaller regulation station within the Key Stage 1 SEND provision
- A dedicated Lego Therapy area
- A calm room for pupils who require a higher level of support when they are no longer able to self-regulate using their usual strategies.

The school will seek the views of pupils, staff and parents/carers when reviewing accessibility arrangements and developing future accessibility objectives.

Appendix 1

Action Plan

September 2026 – August 2029

Improve access to the Physical Environment

To meet individual, specific needs, provisions will be adapted when a pupil's needs are known. The design of the building has ensured that the school is fully accessible. We will consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investing in building works in the future. The environment is adapted to the needs of the pupils as required and this includes, ramps, wide corridors, a passenger lift in the main building and disabled changing facilities on all floors. Disabled parking bays are also available to parents/visitors and staff.

Target	Actions	Timescale	Responsibility	Success Criteria
Physical environment of school remains attractive and engaging for all.	The academy will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements and refurbishments of the site and premises.	Ongoing	SEND Team Senior Leadership Team (SLT) Business Lead Site Staff	Enable needs to be met where possible. School is aware of accessibility barriers to its physical environment and makes plans to address them.
Get the passenger lift back in working order.	Action contractors to complete repair work to the passenger lift.	October 26 half term	Business Lead and Site Staff	Working, operational passenger lift.
Awareness of access needs of pupils, staff and visitors with disabilities.	Continue to create access plans for individual pupils as part of the IEP process. Be aware of staff and visitors access needs and meet as appropriate. Consider access needs during the recruitment process. Through questions and discussions, find out the access needs of pupils, parents/carers. Training for new staff and teachers who are teaching children with a disability for the first time.	As required Induction and ongoing if required Assess during the recruitment process Assess during the admission process As required	SEND Team SLT Business Lead SENDCO, Children & Families Support Worker SEND Team	Ensure all needs are met. Management and teaching staff are aware of the accessibility gaps in the curriculum. Staff members have the skills to support pupils with SEND.
Increase opportunities for emotional regulation and sensory support	Develop and install a dedicated regulation station within the KS1 SEND Provision to provide	October 26 half term	Deputy Headteacher	Dedicated regulation station established and available for use.

Devonshire Primary Academy
BLANK Policy

within the KS1 SEND provision.	an accessible space for pupils who are beginning to show signs of dysregulation and require support to self-regulate and remain engaged in learning.			Pupils are able to access appropriate regulation support within the KS1 SEND Provision. Staff report increased capacity to support pupils' emotional regulation and readiness to learn.
Enhance sensory provision to support pupils' sensory regulation and access to learning.	Audit the current sensory room resources, identify areas for development and secure funding through academy budgets and fundraising activities to purchase additional sensory equipment and resources.	Summer 27 holiday	SEND Team, Deputy Headteacher and Finance Lead	Sensory room resources enhanced. Pupils have access to a wider range of sensory regulation equipment. Staff report improved ability to meet pupils' individual sensory needs.
Maintain safe and effective regulation spaces for pupils requiring additional emotional regulation support.	Repair/replace damaged specialist seating within the calm room to ensure the environment remains safe, welcoming and suitable for pupils requiring support during periods of heightened distress or dysregulation.	Summer 27 holiday	Site Staff	Calm room furniture is safe, fit for purpose and available to support pupils' emotional regulation and wellbeing.
Ensure pupils with medical needs are fully supported.	Provide training where appropriate.	Ongoing and as required	SEND Team	Staff feel confident supporting pupils with medical needs.
Ensure the safe evacuation of all pupils, staff and visitors with mobility issues.	All personal emergency evacuation plans (PEEPS) are in place, up to date and all relevant staff are aware. EVAC chair training, where required.	Ongoing and as required Refreshed annually	SEND Team and Business Lead Business Lead	Successful evacuation drills.
All trips/visits are accessible to all.	Ensure all chosen venues are vetted for appropriateness through good planning.	As required	Teachers, EVCs and SEND Team	All pupils able to access all educational visits and take part in a range of activities.

Devonshire Primary Academy
BLANK Policy

Physical education lessons adapted, wherever possible, to allow pupils with disabilities to participate in lessons.	Continue to create plans for individual pupils – where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis.	Ongoing	Teachers and SEND Team	All pupils able to access and take part in a range of physical education activities.
<u>Improve and Make Reasonable Adjustments to the Delivery of Written Information and Communication</u> We currently share information with parents/carers in various ways including the school app, Class Dojo, Facebook, letters, newsletters, the school website and face to face.				
Target	Actions	Timescale	Responsibility	Success Criteria
Availability of written material in alternative formats when specifically requested.	Be aware of the services available for converting written information into alternative formats and promote the availability .	On request, provide written information in an alternative format	EAL Lead, Speech & Language Lead, Admin Team and SEND Team	Information available in different formats, when required. Staff aware of available and preferred methods of communication.
Review documentation ensuring accessibility for pupils with visual impairment.	Seek advice on producing alternative formats. Liaise with visually impaired services.	On request, provide written information in alternative format	SEND Team	Delivery uninterrupted for pupils with visual impairments.