



Accessibility Plan

2024-2027

‘At Devonshire Road Primary School we strive to provide a secure and nurturing environment in which children achieve, rise to challenges, learn and grow with pride and confidence.’

Devonshire Road Primary School are committed to providing a fully accessible environment which values and includes all pupils, staff, governors parents/carers and visitors. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Accessibility is not limited to those pupils, staff, governors, parents/carers and visitors with a registered disability, at Devonshire Road Primary School we work to overcome all barriers that we become aware of.

The Accessibility Plan contains relevant actions to:

- Ensure that access to the physical environment of the school is appropriate, setting a time table for making any necessary alterations/improvements.
- Ensure access to the curriculum of pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are all other pupils. This covers teaching and learning and the wider curriculum of school such as participation in after school clubs, leisure and cultural activities or school visits.
- Ensure that the school communication with pupils, staff, parents/carers and visitors is accessible to all regardless of disability. Examples might include help with homework, newsletters and information about the school and school events.

An Access Audit has been carried out to inform the targets set within this plan.

The action plan below is a live document and subject to change should the requirements of any of our pupils, staff, governors, parents/carers and visitors change, however there will be a formal review every three years.

| Physical environment of school | | | | |
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| Target | Strategies | Time-scale | Responsibility | Success Criteria |
| The school is aware of the access needs of all pupils, staff, governors, parents/carers and visitors | <ul style="list-style-type: none"> To create access plans for individual pupils as part of the IHP/EHCP processes when required | As required (reviewed annually) | SENCO | IHPs/EHCPs in place for all pupils requiring one and all staff aware of the pupils' needs. |
| | <ul style="list-style-type: none"> Be aware of staff, governors and parent/carer access needs – carry out individual risk assessments where necessary | During induction process/ annual contact form | HT/SBM | All staff, governors and parents/carers feel confident that their needs are met. |
| | <ul style="list-style-type: none"> Through conversations and excellent home/school communication | Ongoing | HT/SLT/SBM | Parents/carers have full access to all school activities as appropriate. |
| | <ul style="list-style-type: none"> Consider access needs during recruitment process | During recruitment process | HT/SBM | Access issues do not negatively influence an applicant during the recruitment process. |
| Layout of the school to allow access for all pupils, staff, governors, parents/carers and visitors | <ul style="list-style-type: none"> Complete a termly health and safety walkabout and consider any known issues for pupils, staff, governors, parents/carers and visitors during that walkabout | Termly | SBM/SM/ H & S Governor | The buildings are accessible to all. |
| | <ul style="list-style-type: none"> Follow current building regulations when carrying out any refurbishments to the school building | As required | SMB/SM | Building regulation requirements are adhered to. |
| Ensure all pupils/staff can evacuate safely | <ul style="list-style-type: none"> Put in place Personal Emergency Evacuation Plans (PEEPs) for all children with specific needs | As required | SENCO/SBM | PEEPs in place and reviewed as required for all pupils/staff requiring assistance in the event of an evacuation. |
| | <ul style="list-style-type: none"> Fire escape routes are suitable for all | Weekly | SM | All pupils, staff, governors, parents/carers and visitors have safe emergency evacuation. |

| Access to the school curriculum | | | | |
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| Target | Strategies | Time-scale | Responsibility | Success Criteria |
| Liaise with nursery providers to review potential intake for September | To identify pupils who may need additional or different provision for the September intake | April-July annually | DHT/ SENCO | Procedures/equipment/ideas set in place by September each year |
| Increase confidence of all staff accessing the curriculum | Be aware of staff training needs on curriculum access Share Accessibility plan with staff to encourage them to consider and report any barriers to accessing the curriculum | Ongoing as required Spring 2024 | HT HT/SENCO | Staff are confident in recognising barriers to accessing the curriculum and have confidence in requesting the necessary CPD. |
| Ensure classroom support staff have specific training to support pupils with additional needs | Be aware of staff training needs/staff can access appropriate CPD Share Accessibility plan with staff to encourage them to consider and report any barriers to accessing the curriculum | Ongoing as required Spring 2024 | HT HT/SENCO | Raise confidence of support staff in recognising barriers and addressing them. |
| Educational visits are accessible to all | Ensure each venue is vetted for appropriateness for all pupils and staff Ensure no pupil is excluded due to their specific needs | As required | EVC Co-ordinator | All pupils in school able to access all educational visits including year 6 activity weekend. |
| Review PE curriculum to ensure accessible to all | Gather information on accessible PE for all | As required | PE lead | All pupils to access to the PE curriculum regardless of abilities |

| Other | | | | |
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| Target | Strategies | Time-scale | Responsibility | Success Criteria |
| To review all statutory policies to ensure they reflect inclusive practice and procedure | <ul style="list-style-type: none"> Comply with the Equality Act 2010 | Ongoing | Governors/HT Equality TLR | All policies clearly reflect inclusive practice and procedure with a live, up to date policy schedule |

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| To further develop close relationships and excellent working partnerships with outside agencies such as Ladywood, Behaviour Support and Educational Psychology | <ul style="list-style-type: none"> Ensure collaboration between all parties including parents/carers and support staff | Ongoing | SENCO/class teachers/class support staff/admin team/outside agents and parent/carer | Clear collaboration and communication between all parties |
| To evaluate and review the plan accessibility plan regularly | <ul style="list-style-type: none"> See above | Annually | SLT | Updates to be reported to governors as appropriate and as a minimum every three |

