



Accessibility Plan

2020- 2023

‘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, set 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.

The Senior Leadership Team have completed an Access Audit 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				
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 IHCP process when required 	As required (reviewed annually)	SENCO	IHCPs in place for all pupils requiring one and all staff aware of the pupil's 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				
Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff accessing the curriculum	Be aware of staff training needs on curriculum access Arrange a staff meeting to encourage discussions about barriers to accessing the curriculum	Ongoing as required Academic year 2020/2021	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 Arrange a TA meeting to encourage discussions about barriers to accessing the curriculum	Ongoing as required Academic year 2020/2021	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	As required	EVC Co-ordinator	All pupils in school able to access all educational visits including year 5 & 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

