



**Downholland Haskayne**  
**CE Primary School**  
**Accessibility Plan**

At the heart of our rural school is the belief that every individual is unique and respected, reflecting our Christian Ethos and spiritual values.

We aim to encourage children to reach their maximum academic potential whilst working within a secure, supportive family environment.

This Accessibility Action Plan contains the relevant actions to:-

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the school site to ensure all pupils have access to the different areas within school without experiencing barriers caused by steps, doorways, stairs, toilet facilities and showers for example. Additionally, it covers the use of signs, lighting and acoustics to ensure the best environment for all children to learn. It also includes ensuring emergency and evacuation systems are set up to cater for all pupils.

Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that all pupils are given equal opportunities. This covers teaching and learning as well as the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum. The curriculum should also be differentiated using a range of methods to enable all the children to access the curriculum appropriately whilst maintaining high expectations.

Improve **communication** and the delivery of written information to pupils, staff, parents and visitors with disabilities. e.g. hand-outs and information about the school and school events including day-to-day issues. The information will be made available in various preferred formats, as specifically requested. The information can also be shared verbally or using the appropriate technology as required.

The Action Plan for physical accessibility relates to an Access Audit survey of the School. It may not be feasible to undertake some of the works during the next three years of this Accessibility Plan and therefore some items may continue into subsequent plans. The school will work in partnership with the local education authority and will adopt in principle the "Lancashire Accessibility Strategy, Access to Learning".

Following a detailed survey of the site the following Action Plan was developed:

**Physical Environment** – To provide improved access to the school ground and buildings for all.

Target	Action	Responsibility	Time Scale
To improve the use of car parking spaces	<ul style="list-style-type: none"> <li>• Ensure that disabled parking is available where possible</li> </ul>	Headteacher Admin Officer	Ongoing
To improve car park safety	<ul style="list-style-type: none"> <li>• Ensure car park is kept safe and walkway kept clear for access for the children</li> <li>• Ensure contactors keep access clear and safe for children, visitors &amp; staff</li> <li>• Improve lighting</li> </ul>	Headteacher SENDCo Site Supervisor Admin Officer	Ongoing
Ensure all areas including corridors, doors, access ramps, first aid facilities, and toilets are checked regularly to ensure they are free from obstruction.	<ul style="list-style-type: none"> <li>• Check that all areas are free from obstructions</li> <li>• Ensure disabled toilet alarm tested quarterly and report any faults/issues</li> <li>• First aid kit to be maintained</li> </ul>	Site Supervisor Admin Officer	Ongoing Termly Govs checks

**Curriculum Access** – To provide equality of access to the curriculum for all pupils in relation to needs

Target	Action	Responsibility	Time Scale
Ensure all school trips and residential visits are accessible to all	Ensure activities including Forest School is age and ability appropriate	Class Teacher Head Teacher	Assessment termly
Ensure that interventions are monitored for impact	Individuals tracked for impact and progress	Class Teacher SENCO	Review: December 2019

**Communication** – To improve communication and access to information

Target	Action	Responsibility	Time Scale
To improve the communication between school and parents of children with SEND	Termly meetings Review paperwork Pen portraits shared with parents at Parents evenings	Class Teacher SENCO	Review: December 2019
Ensure early interventions for SEND children	Early concerns recorded on sheets Teacher half termly reviews Early referral for support	Class Teacher SENCO	Review: December 2019

This is in compliance with section 69 of the Children and Families Act 2014, schedule 1 of the SEND regulations 2014 and section 6 of the SEND code of practice: 0 to 25 years.

**Reviewed December 2018 Next review date December 2020**