



DOWNSVIEW PRIMARY SCHOOL

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ACCESSIBILITY PLAN

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Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Downsview Primary and Nursery School intends, over time, to further increase the accessibility of our school for disabled pupils. At Downsview Primary and Nursery School our values reflect our commitment to being a school where there are high expectations for everyone. Children are provided with high quality learning opportunities and are nurtured to become lifelong learners. Our school promotes an environment that enables full access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Everyone in our school is important and included and we promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We are a safe school, committed to improving children's confidence and self-esteem, as we know that safe and happy children achieve.

We aim to uphold UNICEF Convention on the Rights of Children Article 23 (A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability).

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) A person has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

Our school's Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. It sets out the proposals of the Governing Board of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum, as necessary, to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and 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 these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Current good practice

Health and Safety audits, accessibility monitoring activities and learning walks highlight current good practice:

Increase the extent to which disabled pupils can participate in the school's curriculum:

- Teaching, in a lot of instances, is 'agile' and adapted to meet 'next steps' and to allow all children to access learning;
- Otters is an additional provision which runs in the mornings to support children with additional learning needs, where they are working significantly below age related expectations. The group is led by the SENCO and the planning is designed to meet each child's next steps in terms of English and maths;
- Trailblazers is an additional afternoon provision and takes place from Monday to Thursday. It caters for children who require an additional focus on social skills and who need to be taught wider curriculum areas in a very practical way;
- A variety of Social, Emotional and Mental Health support is in place including a school Learning Mentor, counsellor and Emotional Literacy Support Assistant (ELSA). We also use a range of programmes such as Zones of regulation, Volcano in my tummy, Crystal Palace for life etc.;
- Individual provision plans in place for children struggling either to come into school and / or during the school day due to anxiety or mental health needs;
- Interventions are planned for individuals / groups and the progress of children within them is tracked and, where needed, adapted;

- Classrooms are organised to promote the participation and independence of all pupils;
- Appropriate resources and equipment are being used to support individuals (e.g.: large print text, coloured overlays and filters, writing slopes, seat wedges, ear defenders, fiddle toys and pencil grips);
- Year group provision maps are in place, and reviewed regularly, to ensure that all children's needs are met. Any child with an EHCP or more complex needs has an individual provision map in place for them in order to provide an individual learning plan, these are shared with parents / carers and the child;

Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to be included in all areas of school life:

- Corridors are kept as clear as possible and monitors are responsible for checking that this happens;
- Packed lunch and laptop trolleys are kept against walls in the shared areas so that they cannot become trip hazards;
- Deliveries are stored away from main communal areas, walkways and corridors;
- The edges of external steps are marked in yellow;
- Door handles and push plates are highly visible;
- Lights are checked regularly to ensure that they are in good working order;
- PE equipment is stored in the cupboard and PE sheds and not left out;
- The piano and benches are kept around the perimeter of the halls to prevent them becoming a trip hazard;
- Classrooms are well lit and blinds are maintained to allow good lighting and the reduction of glare;
- 'Classroom environment expectations list' are in place to ensure that the rooms are kept in good working order and to avoid trip hazards;
- Electrical wires are safely secured;

- Suggestions by outside agencies are actioned.

Improve the accessibility, delivery and availability of information to disabled pupils, parents and carers:

- Texts and resources are adapted as required and modified National Standardised tests are ordered when they are needed. This may include enlarging them, using coloured paper etc.;
- The Visual Impairment and Hearing Impairment Services regularly work with children with a visual or hearing impairment and both service providers teach the children strategies and ensures that appropriate provision is in place;
- New parent booklets are translated into a range of languages and the school website has a Google translate service on it;
- When children join Downsview they are buddied up with another child in order to aid a smooth transition. Whenever possible, this buddy will share the same first language;
- A translator is provided to support Parents during meetings, if necessary;
- Inviting reception area with key information and leaflets on display;
- Team around the Child and Annual review meetings to review children's progress and famOur website is up to date with all information available to parents\ carers.

Section 2: Aims and objectives

Our aims are to:

- Further increase access to the curriculum for pupils with a disability;
- Further develop and maintain access to the physical environment;
- Further improve the accessibility, delivery and availability of information to disabled pupils, parents and carers.

The action plan below sets out how the school will achieve these aims. They cover a three-year period but will be reviewed and adjusted on an annual basis.

AP 1 Increasing the extent to which disabled pupils can participate in the school curriculum

PRIORITY AREA	STRATEGIES	WHO	TIMESCALE	SUCCESS CRITERIA/EVIDENCE
To ensure that all school trips and activities are accessible to our children (and staff) with disabilities. Disability provision to be identified on the risk assessment visit.	<ul style="list-style-type: none"> ▪ Risk Assessments to show individual adaptations for children with disabilities. These should be agreed with the Inclusion Leader before a visit. ▪ Risk Assessments are regularly checked to ensure that the adaptations identified have taken place. ▪ Yearly Evaluation of Impact. ▪ Risk assessments to be completed in a timely manner (and within timescales set out in the Educational Visits Policy) - liaising with the ▪ Inclusion Leader to make all reasonable adjustments. 	Inclusion Leader/ SENCO Educational Visits Co-ordinator All staff	On-going risk assessments to be completed.	Every risk assessment shows the provision made and children will be able to access the learning opportunity.
Consider the needs of all new children and make adjustments prior to the child starting school.	<ul style="list-style-type: none"> ▪ Liaise with pre-school providers to prepare for the new intake of children into EYFS each year. ▪ Liaise with educational establishments to prepare for the intake of new children who transfer within year ▪ Review application forms and discuss with parents/carers each child's individual needs. ▪ Inclusion lead / SENCO and class teacher, in conjunction with outside agencies and parents, to agree on actions to be taken to enable them to access the curriculum and environment. ▪ Review and ensure there are robust information sharing procedures in place. 	Inclusion Leader / SENCO EYFS lead Class teachers	Ongoing	Suitable provision in place prior to the child joining the school.

<p>To ensure all members of the Downsvie community are aware of and understand disabilities, how to identify them and how children can be supported.</p>	<ul style="list-style-type: none"> ▪ INSET /staff meetings on disability awareness / issues. ▪ Parent workshops and Information sessions. ▪ Training mapped out. ▪ Provision map and / or care plan in place for identified pupils on the school's SEND register. ▪ Disability awareness 'Vital Information' sheet to be included in each class inclusion folder – ensure all adults working with the class are aware of this. ▪ SENCO to ensure all 'vital information', provision maps and care plans are in place and to then monitor and lead the review of these, adjusting provision where needed. ▪ Multi agency support e.g. diabetic nurse providing training for relevant staff. ▪ Revise Jigsaw plans, if and where necessary and add supplement to raise disability awareness and strategies to support pupils. ▪ Ensure photos and pictures around the school and books continue to reflect a range of disabilities. 	<p>Inclusion leader First aid manager / SENCO First Aiders PSHE leader</p>	<p>Ongoing</p>	<p>Pupil Progress notes / incident folders and Training notes and power points Communication with external agencies</p>
<p>To further develop and embed use of communication strategies / support across the school.</p>	<ul style="list-style-type: none"> ▪ Staff to have basic Makaton and Communication In print training ▪ Makaton sign of the week to be re-focused on– taught to all children and practised / used in EYFS. ▪ Widgit symbols continue to be used to support understanding – EYFS, Displays, sheets etc... ▪ Certainties and procedures list drawn up for supporting children new to English and shared with all staff. 	<p>SENCO SLT Class teachers, SENCO, Admin staff, Head Teacher</p>	<p>Ongoing</p>	<p>Widgit symbols and Makaton being used consistently across the school</p>

<ul style="list-style-type: none"> ▪ To continue breaking down barriers for vulnerable pupils. 	<ul style="list-style-type: none"> ▪ Further focused parent workshops / coffee mornings to develop parental knowledge / understanding of different needs. ▪ Explore ways of further develop community support from outreach teams for parents. ▪ Implementation of Attendance officer and Senior Attendance champion roles and strategies to support pupils and their families to increase attendance. ▪ Regularly review children receiving support from the learning mentor, ELSA and counsellor to ensure needs are being met and children prioritised. Remind all staff of the referral systems and ensure that these are adhered to. ▪ Continue referring to CAMHS in a timely manner and then liaising closely with them in order to ensure that we are aware of the most effective strategies that we can use to support them in school. ▪ Actively searching for additional SEMH support and programmes to meet specific individual needs as they arise. <p>1. Continue implementing, reviewing and refining the school's Pupil premium strategy</p>	<p>SENCO</p> <p>DHT for Inclusion</p> <p>DHT for Inclusion</p> <p>Attendance Office + All staff</p> <p>DHT for Inclusion</p> <p>Deputy Head for Inclusion</p> <p>All staff</p>	<p>Ongoing</p> <p>October launch and then ongoing</p>	<p>Further, well attended workshops have happened with positive parental feedback.</p> <p>Systems being implemented according to policy and on a consistent basis and improved attendance data both collectively and for supported individuals.</p> <p>Individuals becoming more able to attend school</p> <p>Individuals demonstrating improved emotional regulation.</p>
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<p>Increased consistency in terms of the adaptation of the curriculum to meet the needs of all.</p>	<ul style="list-style-type: none"> ▪ Continue the scrutiny and development of both individual and Year group provision maps, ensuring that they are working documents that are referred to and adapted, as needed. ▪ Continue programme of training for teachers and support staff in making suitable adaptations with in the curriculum to meet the needs of all and to ensure that good or better progress is made. Adaptation to be a focus in every Professional Development session regardless of subject area being focused on. ▪ Regular review of the children attending the additional provision groups (Otter and Trailblazers) to ensure that they continue to be suitable for individuals and so that children can be moved in or out of them if necessary. ▪ Further tightening up of the communication between the staff who run the provision groups and individual class teachers. 	<p>SENCO All teaching staff</p> <p>SLT</p> <p>SENCO DHT for Inclusion Support staff in the groups Class teachers</p>	<p>Termly focus + ongoing</p>	<p>Annotated provision maps which have appropriate SMART targets linked to needs / next steps.</p> <p>Evidence from learning walks and books</p> <p>Pupils making good or better progress from their starting points.</p>
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AP2 Developing access to the physical environment of the school

PRIORITY AREA	STRATEGIES	WHO	TIMESCALE	SUCCESS CRITERIA/EVIDENCE
To further develop accessibility for disabled members of the school community	<ul style="list-style-type: none"> ▪ To re- investigate the instillation of ramps outside the external exits of The ground floor classrooms ▪ To liaise with Croydon Local Education Authority with regard to the feasibility of the school's lift being updated so that it meets DDA regulations ▪ The site team to work with Croydon LEA to meet physical access needs as they arise. ▪ Use of a temporary slope, as and when needed. ▪ Regularly update individual risk assessments, where needed, including personal emergency evacuation plans which are put in place to support evacuation from the school building in the event of a fire alarm sounding, for all disabled pupils and members of staff. ▪ Ensure all staff are aware of their responsibilities in an evacuation Information initially shared during the September Inset and then reminders given on a regular basis. 	School Business Manager Site Manager SENCO	Raised at meetings with the LEA and then ongoing	<p>The school environment can fully accommodate the needs of a wheel chair user or those with limited mobility.</p> <p>A school environment allows ease of access and movement around it for all members of the school community.</p> <p>Safe evacuation of all members of the school community in an emergency.</p>

AP3 Improving the delivery of written information

<p>PRIORITY AREA</p>	<p>STRATEGIES</p>	<p>WHO</p>	<p>TIMESCALE</p>	<p>SUCCESS CRITERIA/ EVIDENCE</p>
<p>To continue to ensure that children, parents and staff receive information in an accessible format.</p>	<ul style="list-style-type: none"> ▪ Newsletters to include a termly reference to improving communication-in different formats. Use of electronic reporting methods – e.g. email, texts etc. ▪ Newsletters, other parental communication and sheets used by the children, change of font (enlarged to A3), colour, size and background colour, overlays etc. as needed. ▪ Make school information including the prospectus and newsletters available in alternative formats. Ipads available in the office with translation apps. ▪ As new pupils, staff and parents join the school, all staff to ensure that access to all written material is in a suitable font, size and colour. ▪ Surveys used to gain parent / carer suggestions and opinions. ▪ Access arrangements continue to be considered and put into place for statutory testing. 	<p>Office staff DHT for Inclusion / SENCO SLT Class teachers</p>	<p>Ongoing</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made</p>

<p>To ensure that parents / carers are well informed in terms of disability and Special Educational Needs</p>	<ul style="list-style-type: none"> ▪ Leaflets for parents / carers about a range of relevant disability and SEN issues, in line with current practices ▪ School leaflet giving a summary of Special Needs, the processes and answering frequently asked questions – updated as and when needed. ▪ SENCO / Inclusion Leader to source appropriate leaflets and display predominately in the school and on the school website. ▪ Continue to meet the needs of parents with learning difficulties through tailored verbal and written communications. ▪ Continue to support parents of children with SEND to apply for services and assessments appropriate to their own pathway – sign posting to appropriate services. ▪ Programme of SEND focused workshops. 	<p>DHT for Inclusion and SENCO</p>	<p>ongoing updates</p>	<p>Parents and carers will have a wider knowledge of disability and SEN needs and issues</p> <p>Parental survey indicates that parents / carers feel well supported in terms of communication and when seeking help.</p>
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