Davenham Church of England Primary School

"Working Together, Playing Together, Serving God and Serving Others"

"...encourage one another and build each other up..."

1 Thessalonians 5:11.

ACCESSIBILITY PLAN

Under the provisions of schedule 10 of the Equality Act 2010 and SEND Regulations 2014, Davenham C of E Primary School recognises the need for implementing an Access Plan and will endeavour to ensure that adequate resources are made available to implement the plan effectively.

The Local Governing Committee are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan and will ensure that the plan considers our SEND and the Equality, Diversity and Inclusion Policy.

The purpose of the school's plan is to

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Equality Act
- Eliminate harassment based on protected characteristics.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Ensure all SEND pupils can participate fully in the curriculum.
- Improve the physical environment of school to make it fully accessible to all.

DISABILITY

A disabled person is someone who has a physical or mental impairment which causes an adverse, substantial and long-term effect on their ability to complete normal daily activities or routines. Physical or mental impairment includes sensory impairments and also hidden impairments. According to the legislation, 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

ACCESSIBILITY

Davenham is organised on one level, and some classrooms have doors which open directly onto the playground. We have 2 disabled car parking spaces for parents / carers and an accessible toilet facility.

Adaptations have been made to parts of the school building to ensure that children with specific needs have their needs met. Advice is sought from parents and other professionals when considering how to make school accessible for individual needs.

ASTHMA, ALLERGIES and FIRST AID

A list of children who have asthma is kept and inhalers for these children are kept in the classroom cupboard.

Children with food intolerances / allergies should be identified to the school; this information will then be clearly noted on their records and kitchen staff will be notified. A list of children who have known food allergies is kept and where AAIs have been prescribed, these are kept in a open cupboard in the office. There is also an emergency AAI located in the foyer.

First Aiders will hold current certificates including Paediatric First Aiders. Medication is kept in a locked cupboard in the Staff Room. Medication should only be administered by staff who have completed specific training. Consent Forms must be completed by parents / carers.

Please refer to Medicines Policy.

VISION AND VALUES

It is our intention that all children at Davenham become confident, sociable individuals. We take a proactive approach towards disability equality and inclusion, ensuring that consideration of disabled members is embedded in all decision-making and activities.

Our vision for our community is that

- All stakeholders including pupils, prospective pupils, staff, governors and other members of the school community, are treated favourably and that wherever possible, reasonable steps and precautions are taken to avoid placing anyone at a disadvantage.
- We work closely with disabled pupils and their families, along with any outside agencies, to remove or minimise barriers to learning, allowing them to participate fully in the life of the school.

We will

- Identify pupils and prospective pupils who may need additional support and seek to understand their individual needs.
- Ensure staff are adequately trained and understand the legislation surrounding equality.
- Identify areas of the curriculum to which disabled pupils may have limited or no access to and make necessary adjustments wherever possible.
- Carry out an audit of the school building and grounds to which disabled pupils have limited or no access to and make necessary adjustments wherever possible.
- Review the way information is provided to disabled pupils and their families to ensure access for all.
- Report key statistics, without breaching Data Protection regulations.
- Carry out regular access audits to assess our strengths and areas for development, based on the needs of our whole school community.
- Undertake further monitoring of recruitment, retention and career development in relation to staff will be undertaken.
- Continue to ensure that school trips are planned on the basis that all pupils are included.
- The school will continue to adopt the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. This is part of the Disability Confident Leader Award.

Action Plan and monitoring

An Action Plan can be found below detailing the school planned improvements.

AUDITS & ACTION PLAN

Access Audit

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.	**x**			**Ensure any new staff who need training receive training and update training as and when needed**
All school staff and the governors have had access to training on disability equality and inclusion.		**x**		**Check training records**
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	**X**			
Positive images of people with different abilities are apparent in the classrooms and the school generally.		**x**		**Check displays in and around school**
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.	**x**			
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is	**x**			

extensive peer support and collaborative learning in support of those with a learning disability.				
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.	**x**			
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people with Social Communication Difficulties.	**x**			
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising brailling, touch screen, assistive technology.		**x**		**Check that when we purchase new hardware this is taken into account**
Provision of laptops or e-devices are considered to aid recording and / or communication.	**x**			
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	**x**			
The school links with other schools to share good practice.	**x**			
Staff seek to remove all barriers to learning and participation. When	**x**			

curriculum units are developed the originators always ask if there could be a disability dimension.				
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	**x**			
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIASS, Early Help, etc.	**x**			
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.		**x**		**Governor has recently left**

Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.	**x**			
In considering the school budget there is a clear plan to improve access and resources for those with a disability.		**X – no plan but access is good for those with disabilities**		
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.			**x**	**No works currently planned**
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	**x**			
Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.	**x**			
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.	**x**			

With regards to *'Supporting pupils at school with medical conditions (2014)',* there a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.	**x**			
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.	**x**			
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	**x**			
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.		**x**		**Consider when purchasing new equipment**
The décor and / or signage is not confusing or disorientating for		**x**		**Audit of signage around school**

children / young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.				

Section 3: The school delivers materials in other formats**.**

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.		**X**		
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	**x**			
ICT facilities are used to produce written information in different formats as appropriate.	**x**			
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors…		**x**		
There is an effective process to deal with both complaints and positive	**x**			

suggestions from the parents of children / young people with a disability.				

TARGETS

Target	Tasks	Timescale	Resources	Person responsible
SECTION 1				
For all staff and governors to have received appropriate training	Ensure all staff have received EDI training	By the end of this academic year and every 3 years thereafter	Training package	HT/ SENDCO
For there to be positive images around school of people of different abilities	Audit of displays	On-going	Images for displays	Class Teachers
To take account of specific needs when purchasing new hardware	Hardware audit	On-going – as and when new hardware is purchased	Computers with vocalising/ braille/ touch screens	HT/ SBM/ IT provider

To have an EDI governor	Appoint governor	Spring / summer term 2026 – 2027		CofG / HT

Target	Tasks	Timescale	Resources	Person responsible
SECTION 2				
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.	Audit of décor and signage – make any necessary changes	On-going	New signs where needed	Site manager
For all taps to be replaced with lever taps	Continue to replace taps with lever taps. .	Ongoing	TBC	Site Manager

Target	Tasks	Timescale	Resources	Person responsible
SECTION 3				
To review the way information is presented and consider what improvements could be made	Review of key information – website / newsletter etc	On-going	Purchase of specific software to translate information	HT/ SBM

OUTCOMES

Davenham recognises the need for implementing an Access Plan to ensure that and will endeavour to ensure that adequate resources are made available to implement the plan effectively. The plan aims to promote equality of opportunity.

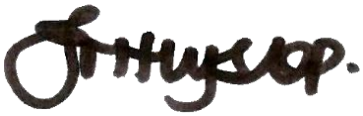
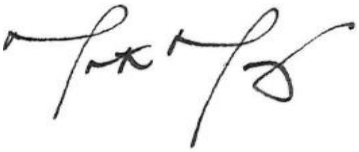
EQUALITY STATEMENT

Davenham Primary School is committed to ensuring equality of opportunity for all children, staff, parents, carers and visitors irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, age, pregnancy and maternity, marriage and civil partnership. We tackle discrimination through the positive promotion of equality, by valuing diversity, challenging bullying and stereotypes and by creating an inclusive environment which champions fairness and respect for all.

Davenham Church of England Primary School

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POLICY FOR ACCESSIBILTY

Effective Date	**October 2026**	
Review	**Every 3 years**	
Person Responsible	**Joanne Hyslop**	
Signed Headteacher	**Signed Chair of Governors**	**Date Ratified**
 Joanne Hyslop	 Martin Mewies	October 2026