

# Accessibility Policy & Accessibility Plan

**Approval Date:** February 2026

This policy will be reviewed on a regular basis and updated as necessary.

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## Statement of Intent:

The Devonshire Hill Nursery & Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors

## 1. Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- *United Nations Convention on the Rights of the Child*
- *United Nations Convention on the Rights of Persons with Disabilities*
- *Human Rights Act 1998*
- *Special Educational Needs and Disability Regulations 2014*
- *Education and Inspections Act 2006*
- *Equality Act 2010*
- *The Education Act 1996*
- *The Children and Families Act 2014*
- *The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017*

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- *DfE 'The Equality Act 2010 and schools'*
- *DfE 'Special educational needs and disability code of practice: 0 to 25 years'*

1.3. This policy will be used in conjunction with the following school policies and procedures:

- *Equality and Diversity Policy*
- *Equality Information and Objectives Policy*
- *Early Years Foundation Stage (EYFS) Policy*
- *Special Educational Needs and Disabilities (SEND) Policy*
- *Admissions Policy*
- *Pupil Behaviour and Discipline Policy*
- *Supporting Pupils with Medical Conditions Policy*
- *Administering Medication Policy*
- *Anti-Bullying Policy*
- *Curriculum Policy*
- *Health and Safety Policy*
- *School Development Plan*
- *Data Protection Policy*



## 2. Definition

- 2.1 In line with the Equality Act 2010, "indirect discrimination" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:
- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
  - It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
  - The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.
- 2.2 The "protected characteristics" are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.
- 2.3 A person is defined as having a "disability" if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

## 3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The headteacher, in conjunction with the governing body or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The governing body, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 3.4. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 3.5. The headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.6. During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.7. The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.8. The school and the governing body will work closely with the Local Authority and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.9. The SENCO will work closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.
- 3.10. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.



## 4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's Equality Objectives & Special Educational Needs and Disabilities (SEND) Policy.
- 4.2. The Accessibility Plan will be presented as part of this policy document.
- 4.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
  - 4.5. To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
    - ✓ To increase the extent to which pupils with disabilities can participate in the curriculum
    - ✓ To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.
  - 4.6. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be during the summer term of 2029.
  - 4.7. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
  - 4.8. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
  - 4.9. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
  - 4.10. The Accessibility Policy including the Accessibility Plan will be published on the school website.
  - 4.11. The school will collaborate where applicable with the LA in order to effectively develop and implement the plan.
  - 4.12. An access audit will be undertaken by the governing body and SENCO every year.
  - 4.13. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
  - 4.14. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
  - 4.15. The Local Authority will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
  - 4.16. The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.



## 5. Equal opportunities

- 5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. The school is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 5.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

## 6. Admissions

- 6.1. The school will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.4. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- 6.5. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.6. Prospective parents of pupils with an ECHP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

## 7. Curriculum

- 7.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. The school aims to provide an adapted curriculum to enable all pupils to feel secure and make progress.



- 7.4. The classteacher and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from external agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 7.10. Specialist resources can be made available for pupils with visual impairments, such a large print reading books.
- 7.11. Learning support assistants can be deployed to implement specific literacy, numeracy and speech programmes.

## 8. Physical environment

- 8.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no common parts of the school to which pupils with disabilities have limited or no access to.
- 8.3. The school has in place toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. There are provisions for nappy changing where required.
- 8.5. Where applicable entrances to the school which are not flat, have been modified for access
- 8.6. Wide doors are fitted throughout the school to allow for wheelchair access.
- 8.7. The corridor flooring and lighting is designed to support those who are visually impaired.

## 9. Monitoring and review

- 9.1. This policy can be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.



- 9.2. The governing body and headteacher will review the policy in collaboration with the SENCO.
- 9.3. Equality impact assessments can be undertaken as and when school policies are reviewed.



## Appendix A – Accessibility Plan

### Planning Duty : Accessibility Audit

Governing bodies must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents. A grid, like the one below, should be completed for the curriculum, physical environment and information provision.

Environment				
Feature	Description	Actions to be taken	Person/s responsible	Dates to complete actions by
Number of stories	Single	None	N/A	N/A
Entrances	Automatic door with ramp at main entrance only	Consider automatic doors where ramp entry exists.	Health & Safety Lead ( SBM) Site Manager Inclusion Leader	2027/8
Parking Bays	One disabled space	Consider additional parking bays when redeveloping the school entrance.	Health & Safety Lead ( SBM) Site Manager Inclusion Leader	2027/8
Ramps	Ramp access to - LKS2 Corridor via front playground - Year 5 Classroom via carpark - Nursery via field - Main school entrance	Consider a ramp at automatic door in carpark  Consider a ramp to access KS1  Consider a ramp to access KS2 playground	Health & Safety Lead ( SBM) Site Manager Inclusion Leader	2027/8
Lifts	N/A	N/A	N/A	N/A
Corridor access	Wide enough for wheel chair users	Any new builds must ensure wheelchair access	Health & Safety Lead (SBM)	As required
Toilets	One disabled toilet	Consider 'child friendly' suitable disabled toilet Access	Health & Safety Lead (SBM) Site Manager Inclusion Leader	2027/8

## Appendix A – Accessibility Plan

Reception Area	Review access doors	Evaluate over time	Health & Safety Lead (SBM) Site Manager Inclusion Leader	On going
Emergency Escape Routes	Personal Emergency Evacuation Plans ( PEEP)	Ensure PEEPs are completed accordingly and shared with staff	Health & Safety Lead ( SBM) Site Manager Inclusion Leader	Ongoing
Curriculum				
Feature	Description	Actions to be taken	Person/s responsible	Dates to complete actions by
Forest School/March Wood	The Forest school located on school field	Consider access to the site as part of the site maintenance and outdoor learning	Health & Safety Lead ( SBM) Site Manager Inclusion Leader Forest School Leader	Ongoing
Classroom learning environment	Majority of classroom are very spacious however the current year 2 & year 3 classrooms are significantly smaller.	Consider layout and access of all classrooms but specifically 2 & 3	Health & Safety Lead ( SBM) Site Manager Inclusion Leader	Ongoing
Training for staff	Specific training to meet and support the needs of the adult/child	Training to be identified and accessed	Inclusion Leader	As required
In class resources	Resources to enable access to the curriculum. E.g. hearing/sight impairment	Ensure resources are in place to best support access to the national curriculum in a mainstream school	Inclusion Leader	As required
Equipment resources (computer access/desk access etc)	Assessment of suitable equipment to support the needs of the adult/child	Ensure resources are in place to best support access to the national curriculum in a mainstream school	Health & Safety Lead ( SBM) Site Manager Inclusion Leader	As required
PE & Sports	Assessment of suitable equipment to support the needs of the adult/child	Consider the training needs of teachers. Suitable equipment to support access	Health & Safety Lead ( SBM) Site Manager Inclusion Leader Class staff	Ongoing



## Appendix A – Accessibility Plan

Information				
Feature	Description	Actions to be taken	Person/s responsible	Dates to complete actions by
Information	Review how information is shared with pupils, parents and visitors with disabilities	Consider accessibility of the school website	Health & Safety Lead ( SBM) Inclusion Leader	On going
Internal signage	Ensure signage reflects the needs of children and staff	Continue to maintain signage according to children and staff needs	Health & Safety Lead ( SBM) Site Manager Inclusion Leader	On going

