



# **Downham Church of England Primary School**

**“Inspiring All to Soar to New Heights”**

Challenge | Creativity | Collaboration | Critical Thinking | Courage

# **Accessibility Plan 2024-25**

| Focus  | Outcome   | Strategies   | Timeframe   | Progress  |
|--|---|--|---|---|
| <b>Equality and Inclusion</b>  |   |  |   |   |
| To continue to improve whole school awareness of disability issues.  | Whole school community aware of varying disability issues.  | Whole staff training.<br>Individual training.<br>Liaison with medical staff.<br>School Collective Worship themes.<br>Class based PSHE lessons.<br>Participation in SEN events including PE events. | On-going.   | Ramps are available and PE lessons are able to be adapted if required   |
| To continue to ensure that all policies consider the implications of disability access.  | Policies reflect current legislation.   | Liaison with outside agencies e.g. School Nurse, Specialist Teachers to ensure that we are complying with current legislation.   | On-going.   | All policies are written with SEND and disabilities in mind   |
| To ensure that children with developing and ongoing medical conditions e.g. Epilepsy, Downs Syndrome, ADHD, Cerebral Palsy etc... are closely monitored in | Pupils makes good progress and have full access to the curriculum with adaptations made as required | Implement Individual Health Care Plans as appropriate.<br><br>One Planning reflects and informs of current needs.<br><br>Classroom and equipment adaptations made as required.                     | Review plans as advised by parents and medical authorities. | 2 pupils with medical needs have full access to the curriculum.<br><br>Reasonable adjustments are made so all pupils have |

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| close liaison with parents and outside specialists.  |  |   |         | access to trips and enrichment activities  |
| <b>Physical Environment</b>  |  |   |         |  |
| To ensure that, where possible, the school buildings, classroom environments and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.   | Modifications will be made to the building to improve access if appropriate- e.g. ramps and specific routes to access the hall so anyone can access all areas of the school. | Forward planning for school events e.g. Parent Information Evenings – access routes familiar and signposted at all times. | Ongoing | Ramps available for use if required.<br><br>Full access available to school, hall and playground |
| <b>Curriculum</b>  |  |   |         |  |
| To continue to train staff to enable them to meet the needs of children with a range of SEN issues including Dyslexia, Autism, Epilepsy, Klinefelter Syndrome, Significant Developmental Delay and Downs Syndrome. | Staff are able to enable all children to access the curriculum   | SENCo to review the needs of children and provide training for staff as required/appropriate.                             | Ongoing | CPD is helping staff to be part of a TPP school and work to support pupils with needs            |

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| <p>To continue improving the delivery to disabled pupils of information that is provided in writing, for pupils who are not disabled e.g. handouts, timetables, worksheets, notices, information about school events.</p> | <p>Pupils are able to access the school curriculum, particularly in writing.</p> | <p>Could possibly include:<br/>Large print</p> <ul style="list-style-type: none"> <li>• Makaton sign language</li> <li>• Simplified language</li> <li>• Audio tape</li> <li>• Video tape</li> <li>• Symbol system</li> <li>• Braille</li> </ul> | <p>Ongoing</p> | <p>Staff work with the SENCO and utilise a number of scaffolds to support pupils</p> |
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