



"Inspiring all to soar to new heights."

Inspiring children to soar to new heights. Isaiah 40:31

Challenge ● Creativity ● Collaboration ● Critical Thinking ● Courage

Downham C of E Primary School

Accessibility Plan 2025

Staff consulted: 01.09.2025

Review Date: *Annual review*

Focus	Outcome	Strategies	Timeframe	Progress
Equality and Inclusion				
To continue to improve whole school awareness of disability issues.	Whole school community aware of varying disability issues.	Whole staff training. Individual training. Liaison with medical staff. School Collective Worship themes. Class based PSHE lessons. 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 close liaison with parents and outside specialists.	Pupils makes good progress and have full access to the curriculum with adaptations made as required	Implement Individual Health Care Plans as appropriate. One Planning reflects and informs of current needs. 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. Reasonable adjustments are made so all pupils have access to trips and enrichment activities

--	--	--	--	--

Physical Environment

<p>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.</p>	<p>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.</p>	<p>Forward planning for school events e.g. Parent Information Evenings – access routes familiar and signposted at all times.</p>	<p>Ongoing</p>	<p>Ramps available for use if required. Full access available to school, hall and playground</p>
---	---	--	----------------	---

Curriculum

<p>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.</p>	<p>Staff are able to enable all children to access the curriculum</p>	<p>SENCo to review the needs of children and provide training for staff as required/appropriate.</p>	<p>Ongoing</p>	<p>CPD is helping staff to be part of a TPP school and work to support pupils with needs</p>
<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: Large print</p> <ul style="list-style-type: none"> • Makaton sign language • Simplified language • Audio tape • Video tape • Symbol system • Braille 	<p>Ongoing</p>	<p>Staff work with the SENCO and utilise a number of scaffolds to support pupils</p>