

Aintree Davenhill Primary School Accessibility Plan 2024-2028

Policy to be reviewed July 2027

Purpose of the Plan

The purpose of this plan is to show how Aintree Davenhill Primary School intends, over time, to further increase the accessibility of our school for disabled pupils.

Key Objective of the Plan

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils, parents and staff with a disability.

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows: 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.' This definition provides a relatively low threshold and includes more pupils than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This explanation of disability is taken from the 0-25 SEND Code of Practice 2015.

The Equality Act 2010 requires public bodies such as schools to have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

This is called the public sector Equality Duty and its purpose is to promote equality for all.

This Accessibility Plan forms part of the Equality Duty and sets out how the governing body will improve equality of opportunity for disabled people.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Aintree Davenhill Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through children and parental discussions.

Contextual Information

The vast majority of the school building and playground is accessible for a pupil in a wheelchair.

The Current Range of Disabilities within Aintree Davenhill Primary

The school has pupils with a range of disabilities, which include Autistic Spectrum Condition, Social and Communication Difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Emotional and behavioural disorder (EBD) and Epilepsy.

We have a number of pupils with medical conditions who regularly receive medication including Asthma and Diabetes Type 1. Some children have food allergies or food intolerances.

There are several children with asthma and the staff are aware of these children. Inhalers are kept in classroom and a record of use is noted. An emergency inhaler is kept in the school office.

We have competent first aiders who hold first aid certificates.

All medical information is collated and available to the staff in the staffroom. Children with 'severe' medical needs, ie. allergies, severe asthmatics, epilepsy, have their picture in the staffroom, other children are on a list given to classroom staff so they are aware. The kitchen staff have photographs of children with medical needs and are informed by the class teacher if the child wants lunch. Children can go to the front of their class line with a friend.

All medication is kept in a secure place in the classroom. Administration of Medicines consent forms are completed by parents, putting the illness, amount to be administered and time to be taken. All medication given is recorded. Medication can only be given by written consent, antibiotics only if the child is to be given them 4 times per day or if confirmation is received from the head. Medication for ADHD, etc. is in a locked cupboard in the first aid room.

When pupils with specific disabilities start at Aintree Davenhill, the school contacts the LA professionals for assessments, support, and guidance for the school and parents. A thorough transition plan is completed.

Strand A : INCREASING ACCESS TO THE CURRICULUM			
Target	Action	Time scale	Success Criteria
The school will offer a differentiated curriculum for all pupils and curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs	Ensure all staff are applying quality first teaching strategies. Ensure all staff use SEN outcomes to inform their planning and the needs of the children are being met	Ongoing SENCO Staff	Planning and lessons will demonstrate that the SEN outcomes have been considered and all children's needs will be met Evidence of all children accessing differentiated learning in their lessons
Continue to develop range of learning resources that are accessible for pupils with a disability	Curriculum teams to review resources in their curriculum areas; learning walk to see resources in use and audit of resources Work with Inclusion Consultant for support around further resources	2024-2028 On going Curriculum team and subjects' leaders	Good range of resources in place to ease access Well organised in addition to staff and pupils being familiar with what is available and how to use it
Improve provision and understanding of the needs of children and adults with visual or hearing impairment	Close working partnership with visual impairment (VI) team / hearing team through SSENIS including staff training and review of resources	Ongoing SENCO	Children with visual/ hearing impairment and their parents feel well supported with excellent access to curriculum and making good or better progress
All staff including welfare assistants, support staff and supply teachers are aware of disabilities and individual needs	Class teacher to ensure that relevant information is shared; standing item on SLT, staff, LP and lunchtime staff meetings	Ongoing KP SENCO	Class lists updated termly at all staff meetings and flagged up with supply staff (in Class Pupil Achievement file) Medical needs flagged up on staff boards Individual plans developed with SENCO, KP and school nurse
Disability equality issues are incorporated into the Citizenship/PSHE curriculum	Develop lesson plans to embed into the curriculum	On going Curriculum team PSHE Coordinator	Pupils have greater understanding of disability issues Use of PHSE curriculum and assemblies
To ensure that all pupils are able to access all out-of-school activities, e.g. clubs, trips, residential visits, etc	Review of out of school provision to ensure compliance with legislation Appropriate risk assessments completed	On going Class teachers EC	All pupils with a disability have access to trips and residential activities with reasonable adjustments in line with the

			school budget
To ensure pupils recovering from major surgery/or serious illness, have minimal risk of contracting infections Home visits, online learning and staggered return to school will be arranged at times of planned absence	Liaison between parents and school regarding transition back into school Parents to be reminded of need to inform school about infections that might cause difficulties to other pupils	On going EC Class teacher	Attendance will remain within appropriate target range
To meet the needs of individuals during statutory end of KS2 tests	Pupils will be assessed in accordance with regular classroom practice, and additional time, use of equipment, etc. will be applied for as needed	Each spring/summer term EC/KS Year 6 class teachers	All pupils will have appropriate access arrangements

Strand B : IMPROVING THE PHYSICAL ENVIRONMENT WITHIN THE SCHOOL			
Target	Action	Time scale	Success Criteria
The environment is adapted to the needs of pupils as required Increase wheelchair access/mobility of pupils where possible including outdoor areas, e.g. woodland	Ensure corridors are kept clear Improvements to woodland area/forest School to include disabled access and surfaces suitable for wheelchair use Discussions with pupils to explore difficult areas and possible solutions Disabled toilets and changing handrails	Premises Committee Site manager EC Occupational therapist Physiotherapist Lynn Barber – Inclusion Consultant for Complex Needs	Access in and around school continues to be improved and are accessible to all stakeholders
Ensure fire procedures take account of pupils with disabilities	Ensure that appropriate provision and places of safety have been established Ensure PEEPS are all updated	Termly fire drills in place on-going ET Fire safety plan Fire risk assessments	Identified pupils are safe and have a clearly recognised set of procedures to meet their needs in case of fire Fire Safety Plan reviewed and updated
Provide accessible accommodation for meetings with parents with	Keep record of requirements, and ensure arrangements are made known, e.g.	On going Administrative team	Parents are not excluded from attending meetings and feel fully able to engage with

physical disabilities	newsletters in large print when requested New families to be asked if need any support		school staff and school events Meetings arranged with suitability of accommodation
Ensure those children who require specialist equipment have access to it and it is regularly reviewed.	Liaison with Physiotherapists and Occupational Therapists as well as support from Sefton Inclusion Service	Ongoing	All children's needs being met safely

Strand C : IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS			
Target	Action	Time scale	Success Criteria
Make information accessible to pupils and parents with disabilities	Information with disabilities and made available in different forms Reminder to parents to notify us of accessibility needs and update them on accessibility	On going Administrative team, SENCO, EC	Pupils/parents have greater access to information School able to respond to requests for information in alternative formats
To continue to develop the use of visual timetabling in all classes for specific groups of children, broken down further into sessions now/next boards if necessary	Monitor the current provision and how they are used	Ongoing	Visual timetables will be used effectively throughout school
To continue to strengthen connections with other SENDCOs, specialist provision and outreach	HT/SENCO to attend SENDCO briefings, cluster meetings and training. Receive appropriate support from ICs Liaise with Sefton CC and Liverpool CC Work closely with Inclusion Consultant	Termly SENCO	Staff, parents and pupils aware of additional provision and support available
To develop links with outside support groups for parents to access	Contact Sefton CC, Liverpool CC and external agencies for support groups	Ongoing	Staff, parents and pupils aware of additional provision and support available

	Signpost parents to coffee mornings/ support forums and carers' website Team around the School	SENCO	
Ensure all children with toileting needs are supported	Draw up intimate care plans for children with toileting needs	Ongoing KP	Intimate care plans and toileting record drawn up for children Agreement of parents has been obtained
Ensure all children with diabetes or a medical need are supported	Appropriate training for all the staff from the Diabetes team at Alder Hey and from the Epilepsy Team. Timetable of support for the delivery of medication and adult support throughout the day. Health Care plans in place and adults working with these needs know how to support the child	Ongoing KP	Support and training in place