



Derry Hill C of E (VA) Primary School

“LET YOUR LIGHT SHINE” – MATTHEW: 5:16

Accessibility Plan

Type of School	Church of England Voluntary Aided Primary School	Primary (5-11)
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Issue date of Plan	November 2024
Review date of Plan	November 2027

Derry Hill Primary School is supported by the Local Authority to offer a supportive and inclusive education to all our children and endeavour to create an environment where all children, regardless of their specific needs, make progress at school and grow into happy and confident learners.

Derry Hill’s school motto is ‘**Let Your Light Shine**’ and this underpins our approach to encouraging the children to do the best they can in every aspect of their lives. We work hard to celebrate success from both within school and outside so that all children feel valued. We aim to provide a rich and varied educational experience so that all children realise their academic, spiritual and creative potential.

Our school values are reflected in everything that we do. These are:

- Friendship
- Peace
- Love
- Hope
- Trust
- Courage

Under the Equality Act 2010 schools are required to have an Accessibility Plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities and /or other protected characteristics can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided. This will also support parents and visitors to the school to access the site.
- Improve the available of accessible information to pupils and parents with disabilities and /or other protected characteristics.

The Equality Act 2010 identifies that ‘schools cannot unlawfully discriminate against pupils because of gender, race, disability, religion or belief, or sexual orientation. According to the Act a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively, without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The Accessibility Plan is every 3 years, or where operational needs dictate. The Plan for Physical Accessibility relates to the Access Audit of the school, which remains the responsibility of the governing body. The audit covers the three main areas of this Plan:

- **Access to the curriculum**
- **Access to the physical environment**
- **Access to information**

When carrying out the Audit, the governing body considers all kinds of disabilities and impairments including, but not limited to, the following:

- **Ambulatory disabilities:** This includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities:** This includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities:** This includes those with visual impairments and sensitivities
- **Auditory disabilities:** This includes those with hearing impairments and sensitivities
- **Comprehension and Sensory disabilities:** This includes hidden disabilities, such as autism and dyslexia

They will also consider the needs of other groups who may need support to access information, such as:

- **Children who need support to learn English as an additional language**
- **Children who are vulnerable**

The findings from the Audit are used to identify short, medium and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe and are identified in the second part of this document.

School Access Audit.

Derry Hill C of E Primary School comprises of a mixture of old and more modern buildings, some of which have limited scope for adaptations. Every year there is a full Health and Safety inspection conducted by staff, governors and outside professionals. These checks include alarm systems and staff knowledge of procedures and processes, as well as checking the physical aspects of the site.

Transport Access

Access to the school car park, at the back of the school, is restricted to staff and those with a disability. No spaces are currently designated as specific disabled spaces, but there is disabled access into the back of the school from the car park, either via a ramp into the Reception classroom, or by crossing the field on a clearly identified pathway and then entering the KS2 area.

General Circulation

The school is entirely on one level and there is level access into both ends of the school, through the main door into Reception and doors directly into classrooms. The corridors vary in width and, whilst a wheelchair can pass through the corridors if no one else is coming the other way, there is not sufficient space in some areas for them to pass if the corridor is occupied.

In the KS1 area of the school, access to the Reception classrooms is through the Year 2 and Year 1 classrooms and the furniture arrangement of these classrooms is organised to ensure that a clear, wide walkway is maintained. Entrance into the back of the Reception classroom is via a ramp with a handrail.

Most doors can be opened independently by a wheelchair user, with the exception of the exit door into the Reception area where the access is too high. However, this is necessary in order to prevent young children letting themselves out.

Playgrounds

The playground at the front of the school and the field at the back can be accessed via level doors, however not all direct access out from the classrooms is level. Some external doors have 1 or 2 low steps down to the outside level, which could be supported by the use of a portable ramp if required. All areas of the school grounds are wheelchair accessible, including the Forest School area, and paths around the field are gently sloping to enable access to the field area when needed. A range of play equipment is available that suits all abilities, though the larger equipment is not accessible to all.

Classrooms

All classrooms have level access to corridors and seating within the rooms is organised to allow the best access possible to all areas of the room. However, some rooms have certain limitations on the amount of space for wheelchair manoeuvrability due to the need to maintain a corridor access from one side to another. The older classrooms in the school are also slightly narrower than the more modern rooms. Disabled children have individual risk assessments to plan for safe access and procedures.

Classrooms are fitted with electronic smartboards where the background colour and font size can be adjusted to meet the needs of pupils with visual or comprehension difficulties. Children with physical or sensory needs also have access to seating supports, such as wobble cushions, wedges or writing slopes.

Displays in classrooms are covered in a neutral colour to minimise visual disturbance.

Facilities

- There is a disabled toilet in the KS2 area of the school, which has a handrail and emergency alarm fitted.
- The disabled toilet is also used for nappy changing when this is necessary.
- A sensory / calming space is available in both KS1 and KS2 areas of the school, and there are break-out rooms attached to all KS2 classrooms that can be directly accessed from the classroom if children need to work in a quieter space.
- Lighting is clear and bright in all areas and all rooms used by the pupils have windows for natural light.
- Carpets are in place in all classrooms to minimise noise.
- A site manager, who works 5 days a week, oversees management and maintenance. The school also employs two cleaning staff directly.

Curriculum

All aspects of the curriculum are accessible to all children, with reasonable adjustments identified and put in place when these are deemed necessary by the child's risk assessment and support plan. When these are required, we seek advice and support from relevant professionals and the child's parents to ensure that the adjustments made are adequate.

When external visits are planned that may be challenging for some children to access, their parents are given the opportunity to accompany them to provide additional support if they wish to.

Information

Signage within the school is clear and uses visuals, as well as words, for key information such as fire exits and other safety measures. Information in classrooms is provided verbally and visually, and teachers demonstrate or model tasks and information when this aids understanding. All classrooms have a visual timetable that supports children to know where they are up to in the daily routine.

Information for parents is mainly sent out using the Parent Mail system, but parents are able to request paper copies of letters or information from the office. School can access support for parents and children who speak other languages who are unable to read or speak English, from the Wiltshire EMTAS Service.

The school website enables parents to access information on their child's curriculum as well as other key aspects of school life. It has some accessibility tools built in, such as the ability to change background colour or font size.

We gather information about any disability or health condition in early communication with parents / carers before children join the school to enable any necessary adaptations or support to be put in place as quickly as possible. We also have transition meetings with previous schools or nurseries when this is appropriate. For parents and carers of children who already attend the school, we provide regular opportunities for them to update and amend information when this changes.

Management, coordination, implementation and review of accessibility:

- The school consults with other professionals to seek guidance when new situations regarding pupils with disabilities, EAL or medical needs arise.
- We work closely with parents to consider their children's needs.
- We make links with other schools through EP SENCO Surgeries and our Village Schools Hub and share best practice.
- This Plan is updated every three years, or when the needs of children at the school change.
- The governors and Senior Leadership Team work closely with the local authority to monitor accessibility and access support when this is required.

Complaints

The school works with parents to ensure that children's needs are understood and met in the best way possible. If there are any complaints relating to provision for pupils with access needs, these are dealt with in the first instance by the Head Teacher. The SEND Governor or Chair of Governors becomes involved if the complaint is not resolved satisfactorily.

The Action Plan ensures that:

- The school seeks advice from external agencies to provide specialist support and advice.
- All staff working at the school have an overview of the needs of disabled pupils.
- There is appropriate deployment of TAs and LSAs to help meet children's needs.
- Successful practice is shared within the school.
- Concerns about accessibility are shared in a timely manner and steps put in place to resolve or support any difficulties.

Planning Duty 1: Curriculum.

	Target	Who	How	When	Outcome / Success Criteria	Review Date
Short Term	To embed the use of technology across the school in supporting access for pupils.	SENCO, Class teachers and TAs	Ensure all KS2 classes have access to Clicker on iPad.	November 2024	Children who have difficulty recording their work through hand-writing have the means of showing their understanding whilst remaining independent.	Term 6 2024-25
		SENCO	Provide links for training modules and contact for support to staff working in the classes so they can use the technology in most effective way.	Term 2 2024-25 (on-going when new staff work with children)	Children who have access to Clicker know how to use it effectively.	
		SENCO and Computing Lead	Remind teachers to build opportunities to develop typing skills into Computing lessons so children have head-start on this skill.	2024-25	Computing lessons show evidence of typing and children are able to use this skill more and more easily as they progress through school.	
	Class teachers and TAs	Provide access to bilingual resources through iPads for EAL children.	On-going	Staff and pupils know how to access bilingual support and plan for this in lesson planning.		
	Ensure all teachers and support staff have access to regular SEND updates and training.	SENCO, Head Teacher, Class teachers and TAs	Audit training needs when allocating interventions and consider how these can be met.	On-going related to children's needs	Staff delivering interventions are confident in what they are doing and provide positive input.	Review at end of each long term, when intervention timetables are reviewed.
	SENCO	Continue to work closely with SENCO	On-going	The school builds on opportunities to share		

		<p>SENCO</p> <p>Head Teacher, SENCO, Business Manager</p>	<p>Solutions Group and Village Hub to share good practice and find opportunities to observe other support staff.</p> <p>Send out weekly SEN Tip to keep SEND support in people's minds.</p> <p>Include SEND training in school development plan and SEND Action Plans so it is prioritised.</p>	<p>Weekly, on-going</p> <p>Yearly</p>	<p>good practice and skills develop.</p> <p>SEND information and strategies are shared regularly with staff and impact seen in classroom observations.</p> <p>Staff are able to benefit from professional training in areas that are prioritised.</p>	
Medium Term	Audit and monitor how support is provided in Foundation Subjects and ensure that all children are able to take part fully in all activities.	<p>SENCO and Subject Leaders</p> <p>SENCO, SEND Governor and SLT</p> <p>Subject Leaders, SENCO</p>	<p>Compare SEND children's work in Foundation subject books in comparison to English and Maths.</p> <p>Observe lessons where teachers do not have a TA to see how children are supported to make progress.</p> <p>Include SEND children in pupil voice groups for Foundation Subjects and collate views across subjects.</p>	<p>On-going in planned book looks on monitoring schedule</p> <p>On-going, at least twice a year</p> <p>On-going according to subject leader monitoring schedule</p>	<p>All children are able to access the support they need through careful planning and grouping in lessons. Materials are adapted, where required, to enable pupils to take part in activities without direct adult support.</p> <p>Children have full access to a wide curriculum.</p> <p>SEND children have a voice and opportunity to share ideas of what would help them.</p>	<p>Initial audit complete by end of Term 6, 2024-25</p> <p>Any necessary adaptations made and embedded by Term 6 2025-26.</p>

		Subject Leaders, class teachers, SENCO, Head Teacher	Ensure that any difficulties in helping children access Foundation Subjects are discussed with Subject Leaders and solutions found.	On-going		
Long Term	Monitor the impact of curriculum changes / development on all children and ensure that the impact is clear for all abilities. Ensure that the curriculum development processes support all children to make progress and provide the support that different children need.	Class Teachers, Subject Leads, SENCO, Head Teacher Head Teacher, Subject Leaders, Class Teachers and SENCO SENCO and Subject Leaders Class teachers, TAs, Subject Leaders, SLT, SENCO	Book looks and monitoring to include pupils with various needs. Monitoring of progress to take account of individual pupils' starting points and show development from this point. Ensure that planning identifies gaps for individual children and shows how these are being supported. Observations show different approaches to learning for individual children who need these.	On-going according to monitoring plan Pupil Progress meetings, end of Terms 2, 4 and 6 each year On-going On-going, according to monitoring plan	Changes in curriculum delivery result in positive progress for all children. If progress is not positive, then clear action plans are in place to support children. Reviews of curriculum include reference to children with SEND, EAL and / or other disabilities.	On a yearly basis

Planning Duty 2: Physical Environment

	Target	Who	How	When	Outcome / Success Criteria	Review Date
Short Term	Ensure that displays around the school are helpful to children and do not hinder focus / concentration, and that these represent different groups in the school.	SENCO / SEN governor	Learning walk to focus on visuals in school. Check accessibility and how useful they are.	Term 3 Feb 2025	Audit enables leaders to evaluate visuals in school from accessibility viewpoint and highlight areas of strength / improvement.	Dec 2025
			Collect pupil voice relating to access to support in rooms to see if they recognise that displays are there to help them.	Term 4 April 2025	Evaluate pupil experience of displays and whether they see them as useful.	
			Use SEN training slot in staff meetings to revisit purpose and accessibility of displays / resources in classes (calming classrooms)	Term 6 June / July 2025	Ensure displays in class are consistently accessible and useful to children	
			Repeat Learning Walk to check impact of training	Term 1, Oct 2025	Accessibility of displays is consistent across school	
Medium Term	Ensure all children can access calm / sensory spaces when they need them and that these are fit for purpose.	SENCO, class teachers, TAs / ELSAs	Class audits of which children access the break-out spaces / how frequently / when.	Term 5 June 2025	Audit shows clear picture of use of spaces so any patterns can be identified.	Jan 2026, then on-going with further check planned in
				Term 5 June 2025	Pupils have input on effectiveness of spaces	

			<p>Collect pupil voice relating to use of the spaces.</p> <p>Respond to pupil voice by discussing with key adults and planning / making adjustments to set-up if required.</p> <p>Repeat audit and pupil voice to see if any changes have an impact.</p>	<p>By end of academic year 2024-25</p> <p>Term 2 Nov 2025</p>	<p>and can suggest improvements</p> <p>Any planned changes reflect viewpoints of pupils and are made in a timely manner</p> <p>Audit and pupil shows positive impact of changes</p>	
Long Term	<p>Make sure all children, staff and visitors with physical disabilities can access the school environment in the best way possible, with adaptations in place where required.</p>	<p>Head Teacher / SENCO / governors / site staff</p>	<p>Regular reviews of safety procedures in school take account of people with disabilities.</p> <p>Up-keep and improvements to building / use of space are planned with accessibility in mind.</p> <p>Adaptations made to ensure that buildings and physical activities are accessible to everyone are shown on individual support plans.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Potential difficulties for people with disabilities are highlighted and clear plans in place to support these.</p> <p>The school site is as accessible as possible to all people.</p> <p>Individual support plans show that thought has gone into adaptations required and all staff involved in work with the child are aware of what has been agreed and</p>	<p>Term 6 2025-26</p>

					carry out planned adaptations.	
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Planning Duty 3: Information and Communication

	Target	Who	How	When	Outcome / Success Criteria	Review Date
Short Term	All adults working in the school are able to access and use medical, safeguarding and concerns recording systems effectively.	Head Teacher and admin staff	<p>Training on all recording systems is included in staff induction (for all staff) and log-ins provided in a timely manner.</p> <p>Staff access and use of systems is checked on a regular basis.</p> <p>Additional training / mentoring put in place to support staff who need this.</p>	<p>On-going when new staff join the school.</p> <p>End of term 1, 3 and 5 each academic year</p> <p>Following checks above</p>	<p>All staff know how to record incidents and concerns and access information about children in the school.</p> <p>Staff have information they require to ensure support for children is up to date and consistent.</p>	June 2025, then on-going.
Medium Term	School communications are easily accessible to all parents / carers.	Admin staff, Head Teacher, governing body	Regular checks to ensure that parents / carers are receiving and able to read / understand school communications.	At least twice every academic year (Oct / April)	All parents / carers have opportunity to request different ways of receiving information if they have difficulty with the main method of communication.	Term 2 Nov 2025

			<p>List made of parents with additional needs who cannot access normal communication methods.</p> <p>Plans put in place to improve access when parents / carers have identified a difficulty. Professional support sought if required.</p>	<p>Following the audits / checks.</p> <p>As above</p>	<p>All staff are aware of parent / carer needs and ensure that any communications reach them.</p> <p>All parents / carers can access information readily.</p>	
Long Term	School website is accessible to children, families and visitors with SEND.	Head Teacher, ICT support, SENCO, Subject Leads, Class Teachers	<p>Clear expectations and models of class / curriculum information provided so it is in the same format across the school.</p> <p>Accessibility tools on website are checked and additional access tools added if required.</p> <p>Parent / staff voice collected to evaluate ease of access to website and identify any difficulties / suggestions for improvements.</p> <p>Work with ICT support to increase ease of</p>	<p>Term 1 2024, then repeated.</p> <p>By end academic year 2025, then additions in 2025-26</p> <p>End academic year 2024-25</p> <p>Academic year 2025-26.</p>	All class and curriculum information follows the same format so it is easy to follow.	July 2026

			access to information on website			
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Date of last audit of school premises: November 2024

Next audit due: November 2025 to check on progress of the Accessibility Plan.

Plan written by: Emma Asfaw (SENCO) and Carol Foley (SEN Governor).