The Downley School
Accessibility Policy and Plan

We place the child at the centre of all we do. We welcome all children and families. Our caring, nurturing learning environment enables all children to achieve together.

Learning, Growing & Succeeding Together

Members of Staff Responsible:

Headteacher
Inclusion Team
Governors

Date of policy: Autumn 2026
Review due: Summer 2029

Our Vision
At The Downley School, we are committed to providing an inclusive environment where every pupil can participate fully in school life. We recognise our responsibilities under the Equality Act 2010 and the SEND Code of Practice and are committed to removing barriers to learning, participation and achievement**.**

Aims
Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
Increase the extent to which pupils with disabilities can participate in the curriculum
Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Current Physical Accessibility Arrangements
The school has a lift, ramp access, accessible toilet facilities and evacuation chairs at all staircases. Personal Emergency Evacuation Plans are developed where required.

Legislation and Guidance
This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities. Under the Special Educational Needs and

Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

Objective	**Current Good Practice**	**Action to be taken**	**By when**	**Success criteria**
To increase access to the curriculum for pupils with disabilities.	Adaptive teaching is embedded across the school. Staff work alongside parents and external agencies to support pupils' needs. Appropriate interventions and support plans are in place where required.	Continue to develop staff knowledge of SEND and inclusive practice through CPD. Review accessibility of curriculum resources and learning environments annually.	Ongoing, reviewed annually	Pupils with disabilities are able to access the curriculum and make expected progress from their starting points. Staff demonstrate confidence in meeting a range of needs.
To maintain and improve access to the physical environment for pupils, staff, parents and visitors with disabilities.	The school has a lift, ramp access, accessible toilet facilities and evacuation chairs located at all staircases. Accessibility is	Conduct an annual accessibility audit and address any issues identified. Ensure accessibility equipment and facilities are maintained and	Annually	The school site remains accessible, safe and compliant. Any identified barriers are addressed promptly.

	considered when planning site improvements.	serviced.		
To improve the accessibility of information for pupils, parents, carers and visitors.	Information is shared through multiple formats, including electronic communication, printed documents and face-to-face meetings.	Continue to provide information in alternative formats where required and review website accessibility annually.	Ongoing	Information is available in accessible formats when requested and stakeholders report that communication is clear and accessible.
To ensure reasonable adjustments are made to meet the changing needs of pupils with disabilities.	Individual needs are identified through regular review meetings and partnership working with parents and external professionals.	Review reasonable adjustments and individual access arrangements as part of annual reviews and transition planning processes.	Ongoing	Appropriate reasonable adjustments are identified and implemented in a timely manner.
To promote inclusion and enable full participation in all aspects of school life.	Pupils with SEND and disabilities are supported to participate in lessons, clubs, trips, visits and wider school activities.	Continue to consider accessibility and inclusion when planning trips, clubs, enrichment activities and educational visits.	Ongoing	Pupils with disabilities are able to participate fully in the wider life of the school alongside their peers.

To develop staff understanding of disability, inclusion and accessibility.	Staff receive SEND and safeguarding training and work closely with external professionals.	Deliver relevant CPD in response to identified pupil needs and emerging areas of need.	Ongoing	Staff feel confident implementing reasonable adjustments and inclusive practices.

Monitoring arrangements
This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing committee and the headteacher in consultation with the Inclusion Team.
It will be approved by the governing committee.

Links with other policies
Health and safety policy
Equality and diversity policy
Special educational needs (SEN) information report
SEND policy Supporting pupils with medical needs policy