



Accessibility Plan

Approved by:	Pupil Outcomes and Well-Being Committee	Date: October 2025
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Last reviewed on:	October 2025
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Next review due by:	October 2026
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This Plan should be read in conjunction with the SEND; Managing Medication in School; Equality, Diversity & Inclusion and Educational Visits Policies

Downlands School has high expectations for all students and expects disabled students to be able to participate in all aspects of school life and to achieve their full potential.

All students are welcome at Downlands regardless of physical ability.

The school aims to:

- *Set suitable learning challenges for all students.*
- *Respond to students' different needs. The school will endeavour to make reasonable adjustments to the school site as required. The school has lifts that allows access to parts of the first and second floor; however, parts of the site are not suitable for some students due to the age and design of the buildings.*
- *Overcome barriers to learning, assessment and access to information for students with a variety of physical abilities.*

This plan covers the needs of disabled students, their parents/carers and staff in these areas of school life:

1. Transition.

Parents/carers of children with a disability are encouraged to contact the school to discuss needs, visit the site and where necessary, seek expert advice, before a final decision is made to apply for a place in the school. It is important to consider that the needs of a student on a large campus are very different from those in a small primary school and therefore an early start to the transfer is important. Parents/carers are frequently the best people to identify potential areas of difficulty and their input into site walks etc. is valued.

2. Educational Trips and Visits.

The school encourages all students to take part in visits and will ensure all necessary information about the special requirements of individual students are considered, discussed with parents/carers and communicated to the venue. Separate risk assessments are made where necessary.

3. Homework.

Homework will be either accessible to all students or differentiated to meet the learning needs of all. Homework is shared via Bromcom Student Portal and My Child at School (MCAS).

4. Behaviour.

The school makes reasonable adjustments for disabled students with challenging behaviour. Those who work in classes with these challenging students are taught why the behaviour plan has been adjusted in this way. Regular training is provided to staff to equip them to work with students with specific behaviour disorders. Where the behaviour of a student with a disability impacts on the Health & Safety of staff or peers, the Headteacher will determine whether the school is able to meet the needs of the student at that time.

5. Health & Safety.

The school's Health and Safety Officer carries out regular audits of the school site to ensure that regulations are followed. An annual review also informs the school where improvements can be made to the school site and its accessibility for all students.

6. School Clubs and After School Activities.

Disabled and able bodied students are encouraged to join in extra-curricular activities. If necessary, support will be available to rearrange special transport where required.

7. Staff Recruitment and Retention.

The school's leadership team is aware of its responsibilities towards disabled members of staff when advertising, interviewing and appointing staff.

8. Anti- bullying.

The school is pro-active in teaching positive attitudes towards disability. Students are made aware that name-calling and unwelcome comments, as well as physical or psychological bullying are totally unacceptable.

9. Sickness Monitoring.

The school will allow disabled staff time away from work for treatment when necessary.

If a member of staff becomes disabled while employed by the school, reasonable efforts will be made to offer reasonable adjustments where appropriate. Advice and support will be sought from the occupational health service.

10. Equal Opportunities.

The school's leadership team is aware of its responsibility to promote disability equality. Disabled staff, students and their parents/carers are consulted about their needs and every effort will be made to ensure that these are appropriately met. Advice is sought from the occupational health service.

11. Medical and Personal Care Needs.

Identified staff have been trained to deal with these individual needs in a professional way.

Students are encouraged to manage their own medication and staff are made aware of the individual needs of students e.g. those with a nut allergy, diabetes, asthma.

Medication which is needed during the school day should be left in reception in its original named container, with details of when it should be taken.

Students will be provided with a drink of water to take the medication and a record is kept by reception staff.

12. Sex Education.

All students, whether disabled or able-bodied, are offered sex education.

They are encouraged to take part in these lessons and in lessons dealing with emotional needs.

13. Student Participation in Decision Making.

The school values the views of stakeholders, including students. There are regular opportunities for student views to be gathered and decisions to be made. All students have equal access to these opportunities.

14. Complaints Procedure.

The school's leadership team will seek to resolve any concern or complaint brought to their notice by a disabled student or their parent/carer.

15. Governors.

The Governors are aware that they have a statutory responsibility to promote Disabled Equality.

Governors are open to the recruitment of disabled adults onto the Governing Board and would positively discriminate to appoint disabled Governors.

16. Curriculum.

As part of the school's Personal Development Curriculum all students are made aware of the discrimination and misunderstanding to which disabled people can be subjected.

Where adaptations to the curriculum are required to allow a student to participate fully, e.g. a different activity for PE, staff will work to ensure this happens and value contributions from parents/carers and students in exploring the best provision.

17. Teaching and Learning.

Class teachers are aware of learning styles, base line assessment and their importance in students' ability to make progress. They are aware of the individual needs of their students by means of the SEN record. Strategies to help teachers plan for the education of disabled pupils are given and additional support maintained through a provision map.

18. Monitoring and Assessment.

The School's S.E.N.D. Record identifies all pupils with a disability. Their progress is regularly monitored at a Review. Parents/carers, pupils and all staff are encouraged to participate fully in these Reviews. In class tests or external examinations, the appropriate adjustments are made and special arrangements requests are made to the different examination boards.

19. New Buildings.

The improvements to the main building have improved accessibility to upstairs classrooms including for wheelchairs.

20. Website Accessibility

Accessibility of the school's website is currently under review.