



Derwent and Southill Federation

*We are a Values-led Federation
We respect ourselves; We respect others; We respect the environment.*



Derwent Primary School Accessibility Policy 2026 - 2027

Introduction

Derwent School policies are designed to support the education of the whole child and to ensure children are happy, healthy and fulfill their potential in terms of the development of skills for life, social and moral values and academic success. Derwent School's Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The Derwent School Accessibility Plan has been drawn up in conjunction with pupils, parents, staff and governors of the school. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and the school will make any alterations as deemed necessary. This plan was updated in September 2026 and reflects statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Derwent School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables,

textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. It is reviewed annually to reflect the needs of the children attending the school. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Policy Review

The Governing Body of our school is responsible for ensuring the review of this policy, and for reporting back to the Local Authority.



Signed: Neil Parsons (Chair of Governors)

Date policy agreed: September 2026

Date of review: September 2027

Derwent School Accessibility Policy

Section 1: How does your school deliver the curriculum?	Yes	Partly	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓		
Are your classrooms optimally organised for disabled pupils?	✓		
Do lessons provide opportunities for all pupils to achieve?	✓		
Are lessons responsive to pupil diversity?	✓		

Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Do you provide access to computer technology appropriate for students with disabilities?	✓		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓		
Are there high expectations of all pupils?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		

Section 2: Is your school designed to meet the needs of all pupils?	Yes	Partly	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, lunch hall, library, indoor and outdoor sporting facilities, playgrounds and common shared areas - allow access for all pupils?	✓		

Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	✓		
Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?	✓		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			✓
Are areas to which pupils should have access well lit?	✓		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	N/A at present due to the nature of children in the school		
Is furniture and equipment selected, adjusted and located appropriately?	✓		

Section 3: How does your school deliver materials in other formats?	Yes	Partly	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓		

Do you have the facilities such as ICT to produce written information in different formats?	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		

Targets	Strategies	Outcome	Timeframe Evaluation	
Equality and Inclusion				
Accessibility Plan and Equality Statement becomes an annual agenda item for Governors.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually	
Training to raise awareness of equality and disability issues.	Provide training for governors, staff, pupils and parents.	Whole school community aware of issues related to access.	On-going	
Review Equal Opportunities policy for recorded evidence of how staff provide access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	Annual	
Physical Environment				
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	School Business Manager to arrange for appropriate professionals to tour the school and produce a report on access / signage. Governors People and	Any modifications needed will be made to the school building, signage and grounds that are needed to facilitate ease of access for all.	On-going.	

	Resources Committee to check accessibility and then produce an Action Plan based on findings.			
Curriculum				
Continue training for teachers and support staff on current and relevant aspects of SEND.	Review the needs of children with specific needs, provide all relevant training. Continue to share good practice.	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process, and that needs and expertise will change with time.	Ongoing provided by SENCO and SLT - extra involvement with Family Worker	
All out of school activities are planned to ensure, where reasonable, inclusion of all pupils.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements.	On-going	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Training in ADHD ASD and Trachy awareness to support teachers in organising classroom environments.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils. Seating arrangements and equipment are considered where necessary and included in a child's plan	On-going	

Written/ other information				
Make available school information for parents/carers in alternative formats.	The school will make itself aware of the services available for converting written information into alternative formats (such as different languages on the website).	The school will be able to provide written information in different formats when required for individual purposes (such as through Derwent's website).	On-going	
To continue improving communication for any hearing or visually impaired member of the school community.	To maintain and update systems to support access for these members of the community.	Pupils, parents and visitors who are hearing or visually impaired to be better able to access verbal or written information.	Review annually. ✓	