



# Kingsthorne Primary School

## Accessibility Plan

### 1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 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 Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Board. The review process can be delegated to a committee of the Governing Board, an individual or the Headteacher. At Kingsthorne Primary School the plan will form part of the Behaviour and Safety section of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors' committee.

At Kingsthorne Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1.1 The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a period ahead of the next review date.
- 1.2 The Accessibility Plan is structured to complement and support the school's Equality Objectives.  
We understand that the Local Authority 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.
- 1.3 Kingsthorne Primary School is 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.
- 1.4 The Kingsthorne Primary School Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions
  - 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 their 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 schools 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; Improving and maintaining 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 timeframes.

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

- 1.5 The Kingsthorpe Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 1.6 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.
- 1.7 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - Equalities Policy
  - Health & Safety Policy
  - Special Educational Needs & Disability Policy (SEND)
- 1.8 The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 1.9 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 1.10 The Accessibility Plan will be published on the school website.
- 1.11 The Accessibility Plan will be monitored through the Pupil Welfare & Development Committee.
- 1.12 The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 1.13 The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims and Objectives**

### **Our Aims are:**

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below:

**3. Current and Good Practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or at parents' evening.

**Physical Environment.**

Pupils with disabilities participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which pupils with disabilities have limited or no access at the moment.

**Curriculum.**

Pupils with disabilities have access to all areas of the curriculum. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment but adaptations are made if and when required.

**Information.**

Different forms of communication are made available to enable all pupils with disabilities to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for pupils with disabilities, parents and staff.

**4. Access Audit**

The school is a two storey building with wide corridors and several access points from outside. All pupil areas are all on the ground floor with wide door access to all rooms. The second floor has a staffroom and staff work area. It is not accessed by children. There is a staff kitchen and separate staff work areas available on the ground floor.

On-site car parking for staff and visitor includes a dedicated disabled parking bay. One front and one rear entrance to the school are either flat or ramped and have wide doors fitted. There are disabled toilet facilities available by the front entrance and in nursery. Both of these are fitted with a handrail.

The school has internal emergency signage and escape routes are clearly marked.

**5. Management, Coordination and Implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

## 6. Action Plan

**Aim 1: To increase the extent to which pupils with disabilities can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To liaise with new parents to review intake for Sept.	To identify pupils who may need additional to or different provision for Sept intake.	Sept.	FSW. Early Years Leader.	Procedures/equipment/ ideas set in place by Sept.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing.	HT. Governing Board.	All policies clearly reflect inclusive practice and procedure.
	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. children with severe asthma or epilepsy.	To ensure collaboration between all key personnel.	Ongoing.	HT. SENCO. Outside agencies.	Clear collaborative working approach.
	Raise attainment and narrow any gaps in attainment that may exist.	Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents.	Termly.	Headteacher. SENCO. Teacher. Parents.	Progress made towards SEN targets. Assessment shows clear steps and progress made.

<b>MEDIUM TERM</b>	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To finely review attainment of all SEN pupils.	SENCO/Class Teacher meetings/Pupil Progress. Scrutiny of assessment system. Regular liaison with parents.	Termly.	Class Teachers. SENCO.	Progress made towards SEN targets. Outside agencies supporting pupils where required.
	Opportunities for children to see positive role models with disabilities.	Visitors into school. Continued purchase of materials which portray positive images of people with disabilities.	Ongoing.	SLT. Teachers.	Resources are easily visible. Planning shows consideration of possible visitors to school. Positive attitudes towards those with disabilities and towards principles of inclusion.
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To evaluate and review the above short and long term targets annually.	See above.	Annually.	SLT. Governors.	All children making good progress.
	To deliver findings to the Governing Board.	Pupil Welfare & Development Committee	Regularly SEN Governor / SENCO meetings.	SENCO/SEN Governor.	Governors fully informed about SEN provision and progress.

**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.**

<b>SHORT TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Improve physical environment of school environment.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes and more accessible facilities and fittings.	Ongoing.	SLT.	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children.	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing.	Teaching and nonteaching staff.	Lively and inviting environment main trained.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Constantly reviewed.	Headteacher. SENCO. FSW.	
	Ensuring disabled parents have every opportunity to be involved.	<ul style="list-style-type: none"> <li>• Utilise disabled parking spaces for disabled parents to drop off and collect children.</li> <li>• Offer a telephone call to explain letters home for some parents who need this.</li> <li>• Adopt a more proactive approach to identify the access requirements of disabled parents.</li> </ul>	Constantly reviewed.	FSW. Whole school team.	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.

<b>MEDIUM TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Pupils with medical needs are fully supported.	Review Managing Medicines Policy.		School Nurse. Headteacher. SENCO.	Reviewed policy is approved and in place.
	All educational visits to be accessible to all.	Through planning, including advance visits to ensure each new venue is vetted for appropriateness.	As required.	Education Visits Coordinator. Headteacher.	Risk Assessment completed. All pupils in school able to access all education visits and take part in a range of activities.
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Continue to develop playgrounds and facilities.	Look for funding opportunities.	Ongoing.	Whole school approach.	Inclusive child-friendly play areas
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages/letters/text.	Ongoing.	FSW. SLT.	No accidents.
	Pupils with medical needs are fully supported.	Provide training in use of Epi-Pen (when there is a child in school for whom this is relevant), administering medicines and use of asthma inhalers.	Annually.	SENCO.	Relevant employees receive the training.

**Aim 3: To improve the delivery of information to pupils with disabilities and parents.**

<b>SHORT TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To ensure all children with ASD have access to the curriculum.	Regular parental communication. Individual multi-sensory teaching strategies used for ASD children.	Ongoing.	All staff to be aware.	ASD children able to access curriculum.
<b>MEDIUM TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To review children's records ensuring school's awareness of any disabilities.	Information collected about new children: <ul style="list-style-type: none"> <li>Records passed up to each class teacher.</li> <li>End of year class teacher meetings.</li> <li>Annual reviews.</li> <li>ITP meetings.</li> <li>Medical forms updated termly for all children.</li> <li>Personal care plans.</li> <li>Children's key information stored in a medical folder readily accessible in their classroom. Master files of all medical and SEN needs kept in HT and FSW offices.</li> </ul>	Annually.	SENCO Class teachers. Outside agencies. SLT. Office Staff.	Each teacher/staff member aware of disabilities of children in their classes.



<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/protected.	Record keeping system to be reviewed.	Continual review and improvement.	DHT. Office Manager.	Effective communication of information about disabilities throughout school.