



KEXBOROUGH PRIMARY SCHOOL	ACCESSIBILITY PLAN
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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The school supports any available partnerships to develop and implement the plan.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

THE PHYSICAL ENVIRONMENT OF THE SCHOOL AND ACCESS

The physical environment includes steps, kerbs, paving, toilets and washing facilities, building exits and entrances and parking areas.

WHEELCHAIR ACCESS

Kexborough Primary School is situated on a level site and is a single storey building. Access to all classrooms in the main block is also level, however access to the KS1 classroom is by ramp. This allows for wheelchair access to all classrooms.

TOILET AND WASHING FACILITIES

There are two toilets with disabled access in the main building. The toilets in the Reception and KS1 classrooms have had grab rails fitted for disabled pupils.

CURRICULUM ACCESS

- Kexborough Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life.
- When a request is received from parents or the Local Authority for a pupil to attend the school, professional advice from Support Services and other relevant professionals will be sought when necessary, to enable an assessment of the individual's needs to be made.
- This will include access to the various parts of the school and the requirements of the National Curriculum.
- Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning.
- Such obstacles could include physical, sensory, learning difficulties or emotional or social development as well as the learning environment experienced within the school.
- The Staff at Kexborough Primary School value pupils of different abilities.
- The National Curriculum will be implemented to meet the specific needs of individuals and groups of children by :-

setting suitable learning challenges, including individual education plans (IEP) and group education plans (GEP),

responding to children's diverse learning needs,

overcoming potential barriers to learning for individuals and groups of pupils, by accessing adult support, intervention programmes, tailored speech and language therapy programmes, use of Information and Computer Technology (ICT) and visual aids,

ensuring individuals are able to access other curricular opportunities outside the National Curriculum such as school trips, after school clubs, and special events; sports days, visits to story tellers, ETC.

When planning their work, the staff will take in to account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies.

Monitoring of progress will be carried out by class teachers, the Head teacher, SEN Coordinators and Literacy/Numeracy Advisers as appropriate and used to inform future planning of provisions to meet each individual's needs. This could include applying for examination concessions when appropriate. Most written information is presented in different formats to make it accessible. This includes:

- differentiation of class work and homework tasks
- visual presentation of information and timetables
- use of appropriate fonts and font sizes.

The school is aware that the Local Authority is able to provide translation services and Braille copies if required.

Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

EVALUATING THE PLAN

The success of the Accessibility Plan will be measured by:

- Evidence of greater involvement of disabled pupils in the full life of the school e.g. participation in after-school clubs, school visits, residential visits etc.
- Greater satisfaction of disabled pupils and their parents with the provision made for them through regular review and discussion.
- Observable changes in staff confidence to teach and support disabled pupils with a wide range of needs.
- Regular monitoring shows the school is meeting the targets identified on the Accessibility Plan framework which identifies short, medium and long term targets to improve disability access.

- Records of relevant staff training appropriate to the nature of the disability of the child/children.

This Accessibility Policy will be:

- reviewed every 3 years by the Head Teacher (or sooner if the situation dictates) will make appropriate recommendations to the Governing Body
- shared with all members of staff
- available from the School Office.

Reviewed Spring 2020

Kexborough Primary School – Appendix 1 Access Improvement Plan

PRIORITY	LEAD	STRATEGY/ACTION	Resources	Time	Success Criteria
Availability of Written material in alternative formats	HT/DH	Staff aware of services available through LA. Disabled people aware of activities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.	Contact details and allocated budget for adaptations	In place and ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats if required. Take-up of information leaflets by parents.
To finely review attainment of all SEN pupils.	HT/SENCO/Teaching staff	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly Meetings	Class teachers SENCO	Progress made towards targets Provision mapping shows clear steps and progress made
To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	HT/SENCO	To ensure collaboration between all key personnel	Allocated time to meet with outside agencies	In Place and Ongoing	Clear collaborative working approach
Training for teachers on differentiating the curriculum and effective communication with parents.	HT/DH/SENCO	Staff training and meetings with parents of SEN pupils	Training time TA time allocated	In place and ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
Appropriate use of specialised equipment to benefit information pupils and staff	HT/DH/SENCO	Identify specialised equipment for each individual child/staff member	Budget allocation	In place and ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
Appropriate uses of	HT/DH/	Follow advice on contrasting colours and	Budget allocation	In place and	Physical accessibility of school

colour schemes for internal / external decoration to benefit pupils with visual impairments	SENCO/SBM	re-decorate as necessary. TO review and update following discussion with parents and pupils as necessary.		ongoing	increased. Steps and handrails safer for pupils/adults with visual impairments. Areas maintained on a regular basis
Provision of wheelchair accessible toilets with changing facilities	HT/SBM	Maintain a wheel chair accessible toilet in each building at school	Budget allocation	In place and ongoing	Physical accessibility of school increased. Wheelchair accessible toilet and changing facilities available in both parts of school.
Fit grab rails where necessary to aid movement around school	HT/SBM	Maintain grab rails around school site in appropriate locations.	Budget allocation	In Place and ongoing	Accessibility of school and play areas increased. Physically impaired pupils able to access all areas.
Access into school and reception to be fully compliant	HT/SBM	Designated disabled parking. Clear route through school for disabled people allowing access to all areas.	Budget allocation	In place and ongoing	Physical accessibility of school increased. Buildings are fully accessible.
Improve the quality of provision for children with specific special needs	HT/SBM /SENCO	Provide specialist equipment and specific learning spaces where children can receive supervision appropriate to their needs	Budget allocation Allocated TA time	In place and ongoing	The school experience enhanced for children with specific special needs.
Maintain safe access around exterior of school	HT/SBM	Ensure pathways are kept clear of vegetation and debris.	Included in grounds maintenance contract	Ongoing	Disabled people to move unhindered along exterior pathways
Improvements to help with hearing loss	HT/SBM	Hearing equipment used and HIU checks regularly	Budget allocation	In place and ongoing	Communication improved