



## **KEXBOROUGH PRIMARY SCHOOL**

## **ACCESSIBILITY PLAN**

### **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 Autumn 2020

## Action Plan

### Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: liaison with specialists; CPD for staff; a differentiated curriculum; specialist resources to support learning and access to the curriculum; a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To liaise with pre-school providers to prepare for the new intake of children into Foundation Stage each year	To identify pupils who may need adapted or additional provision	May to July annually	EYFS Leader and teachers HT	Provision set in place ready for when the child/ren start school
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Ongoing as need arises	HT SENCo PSA	Provision set in place ready for when the child/ren start school
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT & Governors	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	Ongoing	SLT and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT/SENCo/PSA, all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning

To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra- curricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCo and all teaching staff, extra- curricular service providers and educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made
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**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Improve the physical school environment	The school will take into account the needs of pupils 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, clear signage and more accessible facilities and fittings.	Ongoing	HT Business Manager	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCo, all teaching staff and site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

**Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing	Ongoing	SLT, teachers, admin team and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.