

Kingsley Primary
School

Accessibility
Plan

2022 - 2025

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Accessibility Plan 2022 – 2025

This plan shows how Kingsley Primary School intends over time to, review and increase the accessibility of our school for disabled pupils, staff, parents/carers, volunteers and visitors.

Kingsley Primary School is committed to providing a secure, welcoming, happy, stimulating and challenging environment for all pupils and staff where all children can develop an enthusiasm for life-long learning. The Governing Body is committed to Duties under section 69 of the Children and Families Act, regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 and section 6 of the Special Educational Needs and Disability Code of Practice 2015 which require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

Under the Equality Act 2010 schools are required to 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.**

All schools must have an Accessibility Plan as 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 Body. At Kingsley Primary School the plan will form part of the Single Equality Scheme review every three years and will be monitored by the SENDCO (Mrs Barrass).

The Accessibility Plan is structured to complement and support the school's Single Equality Scheme and will similarly be published on the school website. 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.

We are committed to providing an environment that enables all pupils' 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 accordance with the statutory guidelines in the Equality Act 2010 with regard to disability and value that developing a cultural understanding of inclusion, support and awareness is important for the whole school community.

This plan shows how access is to be improved for disabled pupils, 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 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 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;
- Improve and maintain 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 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.

Current Practice

Gathering of Information

We aim to ask about any disability or health condition in the 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 the yearly cycle of data collection and personal information gathering.

Physical Environment

Disabled pupils are invited and welcomed to participate in all aspects of school life including extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch, break times and afterschool clubs for pupils with social/interaction difficulties and school trips for pupils with medical needs, additional needs, social communication difficulties or complex needs. All areas around the school are fully accessible to all pupils including those with a disability, for example: the upper floor of the KS2 building, the stage area in the main hall, the outside quad area, the kitchen baking areas and all shared communal areas.

Curriculum

All pupils have full access to a broad and balanced curriculum at their individual level and appropriate adjustments are made to ensure pupils with a disability are able to participate. The SEND team ensure that all pupils receive their curriculum entitlement and that individual curriculums are developed and planned where appropriate. Additional support is provided in any aspect of the curriculum to ensure full accessibility for all. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and information technology for pupils with a visual impairment, music for pupils with a hearing impairment etc. Other issues can affect the participation of disabled pupils in some activities, for example: bullying, peer relationships, afterschool transport and additional adult support during after school clubs.

Information

We ensure that all forms of communication are available to ensure that disabled pupils, parents/carers, volunteers and visitors can express their views on the school. We offer additional services for parents who are disabled and require support completing paperwork or understanding written information about the school or their child. Access to information is available to all pupils, staff, parents/carers, volunteers or visitors in a number of formats.

The Kingsley Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. This Accessibility plan should be read in conjunction with the following school policies, strategies and documents:

- Single Equality Scheme
- Behaviour Management Policy
- Teaching and Learning Policy
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- SEND Information Report

The Accessibility plan for physical accessibility around and in the school environment relates to the Accessibility action plan of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the identified work during the life of this accessibility plan and therefore there is a possibility that some items might roll forward into subsequent plans.

Access Audit Information

- Kingsley Primary School is a two storey building with wide corridors and many access points from outside. KS1 areas are all on the ground floor with wide door access to all rooms which accommodate wheel chair users and walking frames.
- The hall is on the ground floor and is accessible to all. There is a lift which can accommodate a large wheelchair or several people with physical disabilities which is maintained and checked twice per year through a service agreement with Platform Lifts and insurance via the Local Authority by HSB. School staff are trained in the operation of the lift.
- All corridors have handrails fitted.
- On-site car parking for staff and visitor includes 4 dedicated disabled parking bays.
- All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance and the family centre entrance features a secure lobby and has been fitted with a low reception hatch/desk, this being fully accessible to wheelchair users.

- There are disabled toilet facilities available, one in the family centre, one in the Nursery, one in the KS1 corridor and one in the KS2 corridor. All these are fitted with a handrail and a pull emergency cord.
- There is a disabled shower facility, high low mechanical changing bed and changing area situated off the KS1 corridor.
- The school has internal emergency exit signage and each room in school has an emergency exit plan visible on the wall clearly identifying escape routes and assembly points.
- Interpreter used to fully access the information in meetings for families with EAL - supported by pastoral care team.
- Books with dark lines purchased for pupils with visual impairment - SENDCO links with visual impaired service and the Blind Society.
- Reading books purchased with large scale print for pupil with visual impairment - ICT resource used with support from VI service.

Review Information

An accessibility audit will be completed by the school prior to the end of the plan in order to inform future actions and the following accessibility plan.

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.

The Accessibility Plan will be published on the school website and it will be monitored by the governors

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved by:

Name: John Vale

Role: Chair of Governors

A signed copy of this plan is available in the school office.

Disability Accessibility 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 which impact on access to the curriculum and to ensure full participation in the school community for current and prospective pupils with a disability.

Key Equality Targets	Strategy (Why)	Responsibility	Monitoring	Target Date/Timescales	Success Criteria
To liaise with nursery /pre nursery providers to review the potential intake for Sept 22/23/24	To identify pupils who may need additional to or a different form of provision to that typical in a mainstream classroom.	N.Barrass N Skedd C Hodgson J Sherwood Nursery staff Reception staff	Monitored through external meetings with agencies - care co-ordination, child in need and TAC meetings. In school review meetings and parents evenings with teachers.	April 2022 - Sept 2022 then yearly throughout the cycle.	Provision/support/ equipment/strategies to support individuals all in place yearly prior to pupils starting school/nursery each year.
To establish close liaison with all parents/carers of pupils on the school SEND register at SEND Support and EHCP.	To ensure collaboration and sharing of strategies between school and families and to ensure facilities and resources are adequate to meet need.	N Barrass A Darby Leadership team Pastoral team Teachers Teaching Assistants	Attendance to parents evenings. Parent questionnaires. Feedback through external and school meetings.	On going at all times - open door policy to speak to SENDCO.	Clear outcomes for pupils agreed between home/school. Honesty and trust between parents/carers and school staff - SENDCO.
To establish close liaison with outside	To ensure collaboration	N Barrass A Darby	Monitored via external and school	On going throughout the scheme for	Multi agency whole team approach to ensuring all

professionals for pupils with on going health/social care needs - ASD, ADHD, Epilepsy, Physical difficulties, Severe medical conditions etc.	between all key professionals in order to achieve the best possible provision for individual pupils.	Senior Leadership Pastoral Team Team Leaders TAs Outside Agencies	meetings, parents comments during graduated response meetings, parental questionnaires, attendance to parents / target setting meetings.	individual pupils – care co-ordination, child in need, TAC, EHC meetings, Annual reviews.	individual needs are being met, provision is appropriate and meeting the needs of the child.
To further differentiate aspects of the Physical Education curriculum to ensure that all pupils regardless of disability receive their entitlement and individual needs are being met including the purchasing of any specialist resources as necessary.	To ensure that all pupils are participating in physical activity that is appropriate to the individual needs – OT, outside play, ball skills, team games etc.	T Dodds – PE Co-ordinator NBarrass – Leadership/SEN CO Class Teachers – planning, teaching and assessment. Teaching assistants – support during PE lessons.	Monitored via PE Co-ordinator, team leaders and SENCO. Lesson observations, differentiation on planning and pupil progress over time.	Evaluated yearly as part of the PE co-ordinators role. On going developments to planning and differentiation.	Clear differentiation evident on plans for pupils with a disability. Full participation in all PE lessons where appropriate by all children.
To further develop social life skills curriculum for pupils with a disability – specific diets/ food hygiene and preparation, social snack time.	To ensure that the social/life skills curriculum activities are appropriate, impacting on a pupils overall learning and evidence of the impact/progress is documented.	N Barrass – SENCO A Darby – Head SEND Base Teachers Senior Lead Teaching Assistant	Observations during sessions. Participation monitored of pupils. Range of activities evaluated through pupil interviews and TA assessments to inform planning for SEND Base teachers.	On going lead person identified yearly. Liaison with base teachers who plan and assess progress and identify targets for each pupil.	Successful life skills curriculum to include: -social aspects -eating habits Kitchen safety skills -shopping awareness -money management -food preparation

To continually review access arrangements as new pupils, staff, students and volunteers join the school in order to provide a safe and secure environment.	To ensure all statutory policies and government expectations are being met - Equality Act 2010, SEND Code of Practice 2015.	N Barrass - SENCO A Darby - Head Teacher	Where necessary when issues arise. Policy to be monitored and updated as need changes and accessibility needs arise.	On going - reviewed three yearly and updated as necessary.	All new pupils and staff have full accessibility to all areas in and around school.
To ensure that all pupils regardless of health or disability have access to all areas of the curriculum and that the correct support and resources are provided.	All pupils receive their full entitlement and no pupil misses any aspect of the whole curriculum.	N Barrass - SENCO Senior TA's. Leadership team - curriculum entitlement. Class teachers - planning, assessment	Support level monitored via: • lesson observations • team leader monitoring • lesson planning • pupil progress and standards - scrutiny of work.	On going - SENCO reviews in school. Graduated response meetings with parents and the setting of new targets. Reviewed yearly across the three years of the scheme.	Support allocated appropriately and good relationships are developed between all staff. Progress is evident in all aspects of the curriculum - impact on learning.
To ensure that all staff (current and new) promote the ethos and value system of the school in relation to the fully inclusive element for pupils with a disability.	All staff adopt and promote the ethos and value system of the school with high expectations for all pupils.	A Darby - head teacher N Barrass - SENCO SEND Teachers Leadership team Teaching Assistants	Lesson observations Drop ins Performance Management	On going. Reviewed in leadership meetings termly. Performance Management of all staff.	Whole staff promoting the ethos and value system across the school. Fully inclusive participation by all pupils in all aspects of school life.
To monitor and evaluate the inclusion	Inclusion of all pupils on :	N Barrass - SENCO	Registers from out of school activities.	Termly - on going. Pupils invited to	Good levels of participation from pupils

of pupils with a disability in out of school activities/clubs and all aspects of school life.	school teams, afterschool clubs, school council and external representation outside of school.	A Darby - Head Teacher Out of school activity leaders.	Activity leaders monitoring and feedback to NB.	participate in clubs. TA support provided as necessary.	with a disability in out of school activities.
To impact assess all current policies and proposed policies to ensure that no pupil is disadvantaged by a policy or any school activity.	To comply with the Equality Act 2010 and the SEND Code of Practice 2015.	N Barrass - SENCO Leadership Team Co-ordinators	All policies reviewed to ensure no pupil, parent or staff member is disadvantaged or excluded from any aspect of school life. Findings used to inform future action plans and future schemes.	Reviewed yearly and completed by July 2019	All policies impact assessed against all aspects of disability by the end of the three year scheme.

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

Key Equality Targets	Strategy (Why)	Responsibility	Monitoring	Target Date/Timescales	Success Criteria
To ensure that the environment is visually stimulating for all pupils - without impacting on sensory overload for some pupils with a disability.	A number of pupils require a low stimulating room to work in - ARP pupils and those with sensory needs.	A Darby B Wright N Barrass External Agencies - OT/EP	To monitor the impact of the environment for pupils showing signs of distress - progress in different environments.	On going as a need for development arises. Throughout any development and refurbishment planning - B Wright.	Enabling all pupils the opportunity to work in an appropriate environment - to maximise the potential of the

					pupil and ensure success.
Improve the physical environment of school as necessary.	To ensure that the physical environment of the school is fully accessible to all pupils. All planning and future improvements to the school are carried out with full accessibility for all pupils taken into account.	A Darby B Wright N Barrass	N Barrass during review of accessibility plan. B Wright in monitoring and evaluation of the building and refurbishment.	On going as a need for development arises. Throughout any development and refurbishment planning - B Wright.	Enabling needs to be met where possible as and when the need arises for changes to be made to the physical environment.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To ensure all medical needs are met and that appropriate care plans are put in place for staff to follow.	N Barrass C Borthwick/B Wright Senior Ledaership Team Team Leaders School Nurse or Medical Specialist Nurse.	Monitoring via medial team with school nurse/medical specialist nurse as and when required. SENDCO updates from parents meetings three times per year - graduated response approach.	With immediate effect as the need arises and monitored for individuals through school/ external meetings with medical professionals.	All pupils with medical needs have care plan in place and are displayed for staff to follow around school.
Ensuring disabled parents have every opportunity to be involved in aspects of	To utilise disabled parents, carers to be involved in the school community.	N Barrass A Darby Pastoral Care Team - Social	Social Inclusion meetings. Leadership meetings - feedback from	With immediate effect and as the need arises to support parents, carers and pupils.	To ensure that disabled parents are not discriminated against and are

school life - assemblies/visits /parents evenings etc.	To ensure disabled parking spaces are available to drop off and pick up pupils. To arrange interpreters as necessary to support parents with EAL in meetings. To offer a telephone call to explain letters home for parents who have difficulty with literacy skills. To identify a more proactive approach to identifying parents with requirements that may need additional support from the pastoral team.	Inclusion.	SENDCO.		encouraged to take interest and be involved in their child's education
Continue to develop playgrounds and facilities to ensure they are safe at all times. .	To ensure that grounds, paths, roads, car parks are safe for all pupils, parents and	A Darby N Barrass B Wright S Wright	Monitored via buildings/ H&S checks from LA. Feedback from parents and site	On going throughout the three years of the cycle - repairs and maintenance immediately as the need	Ensure a safe environment with access for all.

	carers.		manager.	arises.	
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Aim 3: To improve the delivery of information to disabled pupils and parents.

Key Equality Targets	Strategy (Why)	Responsibility	Monitoring	Target Date/Timescales	Success Criteria
To support the delivery of information to parents with hearing impairments.	Regular communication with parents and appropriate use of support to aid the sharing of information for parents - interpreter if required for meetings/reviews.	N Barrass Pastoral Team Senior Leadership Team Leaders Teachers TAs	Support from SENDCO, Pastoral team and outside agencies as necessary to monitor. Parental feedback following support.	On going as the need arises.	All parents have access to information in meetings / reviews despite having a hearing impairment.
To enable improved access to written information for pupils, parents and visitors	School to ensure all information is accessible to all : Investigate the use of symbol software if the need arises. Raise the awareness of font size for all parents to support visual impairments - larger copies available if	N Barrass A Darby BWright Office staff Team Leaders Senior Leadership Teachers TAs	Whole school responsibility and feedback following involvement with families - pastoral care team and SEND monitoring.	Immediately as the need arises with discussions and involvement with - parents, carers, external professionals and school staff.	All information is available in different forms as necessary and any further necessities are addressed as required, ie. Braille, Large Print Interpreters stc.

	required. Ensuring all signage around school is accessible to all.				
To review children's records ensuring school's awareness of any disabilities	Information is up to date on SIMS and all pupil records have relevant information present, including records passed to teachers, SEND files, medical records, care plans etc.	N Barrass A Darby Senior leadership Team Leaders Teachers TAs	Monitoring and updates made by whole school staff and shared as necessary with key staff.	On going as part of the records and data monitoring. SIMS updated immediately when new information is presented.	All staff are aware of disabilities and the requirements of pupils in their class, team.