



# Accessibility plan

<b>Approved by:</b>	Akua Agyei	<b>Date:</b> February 2023
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## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan .....	<b>Error! Bookmark not defined.</b>
4. Monitoring arrangements.....	7
5. Links with other policies.....	7

### 1. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors
- Improve the availability of accessible information to pupils with disabilities

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.

Kilmorie Primary School is a vibrant, inclusive and welcoming place for everyone; we believe it always will be. At the heart of our school are our Kilmorie Child Qualities including respect and empathy. The ethos and values of our school community are underpinned by our school rules: show respect, care and consideration to all; challenge unacceptable, unkind behaviour; care for our school environment; promote good learning behaviour. We are always here for everyone, regardless of race, sexuality, gender, religion or anything else that makes us who we are.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school].

### 2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **Areas of planning responsibilities**

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

## **Contextual Information**

Kilmorie Primary School is a large building on 4 floors, the top floor of which is an art room. There is also a single storey nursery building and a single storey music room. The buildings have disabled facilities and toilets. Wheelchair access is available into and throughout the buildings and up to the third floor via a lift. The art room on the top floor is not at present accessible to wheel chair users. A majority of the outdoors areas are accessible to wheel chair users apart from the 'Time Garden'.

At present we have one wheelchair dependent pupil and two pupils with mobility issues.

## **The Current Range Of Disabilities Within Kilmorie Primary School**

The school has children with a range of disabilities, which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma. In Reception and Year 1 inhalers are kept in the classrooms, in older years the children keep their inhalers with them at all times.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>Short</p> <p>To continue to train staff to enable them to meet the needs of children with a range of SEND.</p> <p>To meet the needs of individuals during statutory end of KS2 tests.</p> <p>To improve staff awareness of disability issues.</p> <p>To ensure that all policies consider the implications of disability access.</p>	<p>SENCO to provide training for staff as needed.</p> <p>Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied for as needed.</p>	<p>Inclusion Lead SENDCO DHT</p>	<p>Ongoing</p> <p>CPD throughout the year</p> <p>Spring term</p>	<p>All children can actively participate in all aspects of the school curriculum.</p> <p>Data shows that pupils are making appropriate progress – closing gap to peers or, for some children, making progress towards specific targets.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves / tables at wheelchair-accessible height</li> </ul>	<p>Short: School to be constantly accessible to all stakeholders.</p> <p>Medium: To review school procedures to maintain accessibility.</p> <p>Short: To continually develop school's ability to meet the needs of staff, pupils, parents and visitors.</p>	<p>Premises officer to regularly audit the outside area to insure signs and painted steps are maintained for those with visual impairments and to ensure the playground is safe for wheelchair users</p> <p>Termly environmental audit / learning walks to take place by the Premises Team and SLT.</p> <p>Focused discussion on potential accessibility issues for the coming year – including a review of all rooms in the school, to ensure that they are accessible to all or possible room reallocation.</p>	<p>Premises Team</p> <p>SBM</p> <p>Inclusion Lead</p>	<p>Daily / weekly</p> <p>Termly reviews</p> <p>Termly</p> <p>Annually – June/ July</p>	<p>School constantly accessible to all.</p> <p>Pupil / parents questionnaire at the end of the academic year indicates that the school is accessible to pupils.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations (developing)</li> </ul>	<p>Short: To develop school's communication methods: Internally On the school website.</p> <p>Short: To ensure that all parents and other members of the school community can access information.</p> <p>Medium: To ensure that parents who are unable to attend school, because of a disability, to access parent's evenings.</p>	<p>Internal school signage to be developed – including the use of visuals.</p> <p>School website to be continually updated and reviewed</p> <p>Parents who are identified as having disabilities to feed into website development</p> <p>Staff to hold parents' evenings by phone or send home written information</p>	<p>SBM Media Member of staff Inclusion Lead</p>	<p>By the end of the Spring Term</p>	<p>School can be navigated easily by all pupils and staff.</p> <p>Parental Questionnaire indicates that communication / information sharing has improved.</p>

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Inclusion Leader

It will be approved by the Governing Body / Headteacher.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy.