



KEXBOROUGH PRIMARY SCHOOL

ACCESSIBILITY PLAN

DEFINITION OF DISABILITY

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in all areas of life including education. It is unlawful for a school to treat disabled people unfavourably.

Under this Act a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to perform normal day-to-day activities. Unfavourable treatment could include direct discrimination, indirect discrimination, discrimination arising from a disability and harassment. The Act contains further guidance on the meanings of these definitions.

In addition the Special Educational Needs (SEN) Code of Practice gives practical guidance on how to identify and assess children with Special Educational Needs. Since 1 January 2002 Local Educational Authorities and schools have been obliged to take account of this Code.

RATIONALE

In accordance with statutory regulations and in partnership with the LEA schools are under a legal requirement to produce an accessibility plan. Disabled children should not be treated less favourably for a reason that relates to their disability.

Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) requires 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;

AIMS

The school will endeavour to ensure that disabled children are treated in a fair and equitable manner by a review of general access to the curriculum and the physical environment of the school.

OBJECTIVES

The school will endeavour to increase access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural events or school visits. It will also look at access to the physical environment of the school.

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, Citizenship weeks.

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.

June 2019

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 |

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|---|---------------|---|--|----------------------|---|
| 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 |