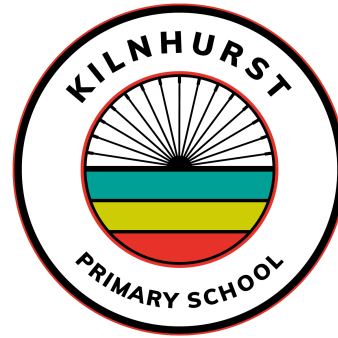




Kilnhurst Primary Accessibility Plan

2022- 2025



Vision Statement

Under the Equality Act 2010 schools should 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:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is 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. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Kilnhurst Primary we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan will be published on the school website.

Aims and Objectives

1. To increase the extent to which disabled pupils can participate in the school curriculum
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.
3. Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Our objectives are detailed in the Action Plan below.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Academy Trust consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

We are committed to providing an environment that enables 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan relates to the key aspects of curriculum, physical environment and written information:

Curriculum

Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, sports events, 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 (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).

Physical Environment

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;

Written Information

Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to 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.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Educational Visits Policy

Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability through medical care plans and SEND review meetings

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. The SENDCo provides additional support for pupils and supports teachers in implementing strategies for improving pupils' access to learning.

The school works closely with specialist services including:

Educational Psychology
ISS
Hearing Impairment Team
Speech and Language Therapy
Community Pediatrics
CAMHS
School Nursing

Physical Environment

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by the school. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit

The school building is in good condition and has had a recent refurbishment following the devastating effects of flooding. It provides reasonable accessibility for a Victorian building and includes a disabled toilet. The remainder of the site includes some access challenges particularly with regard to accessing the main playground. The building is a single storey building. Fire doors on the corridors are fitted with door guards so that they close automatically once the fire alarm is set off. On-site car parking is available for staff and visitors and the school. The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority/ENGIE
- We work closely with parents to consider their children's needs.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Head of School. The SEND Governor or Chair of Governors may be involved if the complaint is not resolved satisfactorily.

Kilnhurst Primary Accessibility Plan 2022 – 2025 (3 years)

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.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
S h o r t t e r m	To liaise with Nursery providers to review potential intake for Sept	To identify pupils who may need additional to or different from provision from September 2022	July 2022	SENCo EYFS teacher	Procedures / equipment in place for Sept 22
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equalities Act 2010	On-going	Leadership Board of Trustees Curriculum Teams	All policies clearly reflect inclusive practice and procedures
	To continue close liaison with parents	To ensure collaboration and sharing between school and families.	On-going	SENCo All Teachers	Clear collaborative working approach through Early Help Assessment and multi-agency approaches
	To continue close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel and use of Individual Health Plan	On-going	SENCo Support Staff Outside agencies	Clear collaborative working approach through Early Help Assessment and multi agency approaches
	To ensure full access to the curriculum for all children.	A differentiated curriculum with alternatives offered. • The use of P levels (or alternative such as the Birmingham Toolkit for SEND) to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff • Multimedia activities to support most curriculum areas	On-going	SENCo All Teachers All support staff	Advice taken and strategies evident in classroom practice. All children supported and accessing curriculum.

		• Use of interactive ICT equipment • Specific equipment sourced from occupational therapy			
M e d i u m T e r m	To review attainment of all SEND pupils.	• Class pupil progress meetings • SENDCo pupil progress meetings • Teacher / Parent review meetings • Regular liaison with parents	At least termly	Teachers SENCo	Progress made towards Support Plan Targets. Provision mapping shows clear steps and progress made
	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.	On-going	Whole school approach	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
L o n g T e r m	To evaluate and review the above short and long term targets annually	See above	Annually	HT/SLT SENCo Curriculum Teams Governors	All children making good or better progress.
	To deliver findings to the Governing Body	Governor meetings	Annually Termly SEND Governor / SENCo meetings	SENCo SLT SEND Governor	Governors fully informed about SEND provision and progress

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.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors 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, and more accessible facilities and fittings.	Ongoing	SLT Teachers	Enabling needs to be met where possible.
	Ensuring all with a disability are able to be involved in school life.	• Create Health Care Plans for individual disabled children • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	With immediate effect To be constantly reviewed	SLT SENCo Support Staff	Enabling needs to be met where possible.
	Ensuring disabled parents have every opportunity to be involved in school life	• Utilise disabled parking spaces for disabled to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect To be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
Med	To improve community links	School to continue to have strong links with schools and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities of the wider community and their needs Improved community cohesion

i u m T e r m	Continue to develop playgrounds and facilities.	School Council and Sports Leaders to be fully operational Explore for funding opportunities	On-going	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /dojo communication/walk to school week/ road safety days Bikeability for children	On-going	SLT Learning Mentor PSHE Curriculum Team Sports Leader	No accidents
L o n g T e r m	To be accredited Healthy Schools award	Continue to work towards Healthy Schools targets Continue to run annual Well-being Week (February) and Healthy Week (July)	On-going	Whole school approach PSHE /Healthy School Team Catering Manager	All children aware of importance of being healthy Accreditation for Healthy schools

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

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
S h o	To ensure all children and parents with disabilities receive and understand information	Regular communication with parents Interpreter provided for parents'	On-going	Whole school approach	Effective home to school two way communication in place.

r t T e r m		eve/annual reviews. Individualised multi-sensory teaching strategies			
	To enable improved access to written information for pupils, parents and visitors.	• Introduce strategies and staff understanding to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all.	On-going	SLT SENCo Teachers Support Staff	All stakeholders have access to written communication
M e d i u m T e r m	To review children's records ensuring school's awareness of any disabilities	• Information collected about new children • Records passed up to each class teacher • Transition meetings • Annual reviews • Medical forms updated annually for all children • Individual health plans • Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom	On-going	SLT SENCo Class Teachers Support Staff	Each teacher/staff member aware of disabilities of children in their classes
L o n g T e r m	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected)	Record keeping system to be reviewed and updated as required.	Continual review and improvement	SLT	Effective communication of information about disabilities throughout school.

Useful tool for accessibility audit review

Accessibility Audit – Kilnhurst Primary	Completed	In progress	Under discussion	Not yet addressed
Are visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? (As part of a developmental programme differentiated to meet individual need)				
Preparation for entry into academy. (Admissions Policy- within the resources of the academy and student information pack))				
Grouping of pupils (by year group with ISP's and differentiated lesson plans in place plus individual support e.g. reading as relevant)				
Home learning policy and practice				
Academy behaviour policy in place and accessible for all.				
Exclusion procedures (reference Exclusions Policy.)				
Clubs and activities (full access as relevant also reference e.g. Off Site Visits Policy)				
Trips (full access with curriculum access statements and risk assessment in place)				
The arrangements for working with other agencies (Open School Policy, Annual and 11 plus reviews, Attendance and Behaviour Management policies etc.)				
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? (Training is needs led and represented in school development plan. Risk Assessments also guide training)				
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? (Individual developmental progression identified in lesson plan e.g. Teaching strategies and resources. Individual behaviour plan guided by Behaviour Small steps developmental criteria)				
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? (As above)				
Are there high expectations of all pupils? (All pupils are baselined with SMART targets set for the pupil to achieve within their zone of potential development, also reference e.g. Work Related Learning and Whole Curriculum policy)				
Do staff seek to remove all barriers to learning and participation? (reference Equal Opportunities Policy)				
Access to the curriculum. (As above with differentiation if necessary, reference curriculum access statements)				

Policies, e.g. anti-bullying, SEN policies, health and safety. (<i>All in place with annual review</i>)				
Interaction with peers. (<i>Part of developmental criteria as held in behaviour small steps as evidenced in Pupil portfolio</i>)				
Are your classrooms optimally organised for disabled pupils? (<i>Resources component in scheme of work and lesson plan</i>)				
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? (<i>two storey building with e.g. disabled toilets and special features - issues - external of the school building and holdbacks on internal doors</i>)				
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? (<i>Issue-internal double doors</i>)				
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? (<i>signage established but parking needs upgrading reference also Travel Plan</i>)				
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components? (<i>a comprehensive system is in place, reference Health and Safety Policy</i>)				
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? (<i>Issue-Action point</i>)				
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? (<i>Any issues dealt with through Educational Health Care Plan</i>)				
Are areas to which pupils should have access well lit? (<i>Automatic lighting</i>)				
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? (<i>Low school numbers and small class sizes also individual needs met through My Plan and Curriculum Access Statement</i>)				
Is furniture and equipment selected, adjusted and located appropriately? (<i>as a Special school all resources are provided and organised to reflect whole school need</i>)				

Access to school facilities. (<i>equality for opportunity approaches reference Equal Opportunity policy</i>)				
Activities to support the curriculum, e.g. drama group visiting school. (<i>extension activities as identified in pupil planning proformas and evidenced in pupil portfolios</i>)				
School sports. (<i>Limited 'in school' facilities. However out of school provision available and identified in school planning formats and evidenced as part of PE curriculum programme</i>)				
How the academy deals with emergency procedures. (<i>Regular documented checks and practice e.g. fire drill also Staff Handbook, Caretaker checks, Health and Safety policy, First Aid Guidelines e.t.c.</i>)				
Breaks and lunchtimes. (<i>Whole SEN policy with staff supported system including rotas</i>)				
The serving of meals. (<i>Own kitchens with provision for special dietary requirements</i>)				
Do lessons provide opportunities for all pupils to achieve? (<i>Differentiated Lesson Plans with linked IE/BP's</i>)				
Are lessons responsive to pupil diversity? (<i>as above</i>)				
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (<i>reference teaching and learning styles policy and teaching strategy component within planning proformas</i>)				
Are all pupils encouraged to take part in music, drama and physical activities? (<i>see curriculum rolling programmes re-broad and balanced curriculum entitlement</i>)				
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? (<i>Individual differentiated programmes</i>)				
Do you provide access to computer technology appropriate for students with disabilities? (<i>as identified in statement for SEN and represented in lesson planning formats</i>)				
Teaching and learning.(<i>reference Teaching and Learning policy</i>)				
Classroom organisation. (<i>Individually assessed and represented in lesson plan</i>)				
Timetabling. (<i>reference Equal Opportunities policy and Statutory guidance</i>)				
Assessment and exam arrangements. (<i>Academic, vocational and occupational routes available</i>)				
Preparation of pupils for the next phase of education. (<i>Work related learning policy which identifies progression regardless of ability towards end outcomes also Transition reviews and Connexions access</i>)				

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? (Individual education plans would identify strategies and resources to meet need)				
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? (As above)	√			
Do you have the facilities such as ICT to produce written information in different formats? (specialist ICT facility with 'in class' and staff room hardware available)	√			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? (professional development programme with support from ICT co-ordinator)	√			
School announcements. (Staff pigeon holes, notice boards as part of schools information systems including morning-after school-staff and P D days)	√			
Access to information. (School Council and through schools planned Information systems as above)	√			