



KERR MACKIE PRIMARY SCHOOL

ACCESSIBILITY PLAN

The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Governing Body of Kerr Mackie Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents/ carers, visitors and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively.

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

Kerr Mackie Primary School provides teaching which meets the National Curriculum and other statutory requirements. The school has regard to the Code of practice¹ when meeting pupils Special Educational Needs, including a range of disabilities and makes it policy known to parents. Provision determined in Educational Health Care Plans (EHCPs) is made for those pupils who need them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

The aims and values of our school are inclusive, they reflect and inform our ethos (see Vision Statement below) and are embedded in the life of the school community.

Reviewing Aims, Vision and Ethos January 2021

"TOGETHER EVERYONE ACHIEVES MORE"

VISION and AIMS

At Kerr Mackie, children are at the heart of what we do and our vision is based around our 5 key values; Community, Challenge, Curiosity, Confidence and Care. The values support the development of the whole child. We aim to develop lifelong learners and thinkers and we deliver a rich, creative and challenging curriculum.

In order to enable every child to achieve their potential, we believe that a positive and welcoming ethos promotes confidence and self-belief.

¹

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

By working alongside our parents and carers we can ensure that together we really will achieve more for their children.

We foster strong and varied behaviours for learning so that children are eager to learn, to see mistakes as learning points and to thrive on success achieved. We want Kerr Mackie to be a school where teaching is exciting but challenging, enabling all children to work to their highest potential. We recognise that all adults are learners too and we seek to develop our understanding and use of the very best in educational theory and practice plus foster effective partnerships with other schools.

Kerr Mackie Primary School promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan 2021-24

The following pages contain our planned actions around three broad themes. Some actions are on-going, included here for information to parents/carers, and to act as prompts in the review process for staff and governors.

Action Plan 2021-2024

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum				
<p>Teachers at Kerr Mackie aim to plan and deliver good lessons. Teachers' planning is differentiated to take account of the individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout the curriculum areas and are clearly linked to the National Curriculum expectations. The SEND coordinates advice from outside agencies and ensures its full implementation. This will be evaluated termly in the Teaching and Learning Reviews as well as in an ongoing way by Phase Leaders.</p> <p>Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.</p>				

target	action	timescale	responsibility	success criteria
Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this plan and the attainment of pupils annually	Termly, with full review and update Autumn term	HT SENDCo Governing Body, particularly SEND governor and Teaching and Learning committee	Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is updated every 3 years and posted on school website
Identification of pupils who may need additional/different provision	Liaise with nursery providers to review potential intakes	Annual	EYFS teachers	The necessary provision is in place e.g. equipment, staffing. The child experiences a smooth transition
Increased skills and confidence of all staff in differentiating the curriculum	Be aware of staff training needs and assign CPD accordingly	On-going and as required	HT and SENDCo	Lesson observations demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Install software as and when necessary Train relevant staff in how to use equipment for interventions	On-going and as required	SENDCo	Wider use of SEN resources to support learning
Compliance with the Equality Act 2010	Review all statutory policies to ensure that they reflect inclusive practice and procedure	On-going	HT Governing Body	No policy conflicts with principles of equality of opportunities for all
Collaboration and sharing between schools and families	Maintain close liaison with parents	On-going	HT, Teachers, Teaching Assistants	Clear, collaborative working approach

	SEND parents' evenings 30 min slots Individual pupil SEN folders (Green Folder review) EHC meetings			
Collaboration between all key personnel	Maintain close liaison with outside agencies for pupils with on-going health needs e.g. children with severe asthma, epilepsy or mobility issues	On-going	HT SENDCo and Assistant SENDCo Teachers Teaching Assistants Outside Agencies	Clear, collaborative working approach
Raise attainment and narrow any gaps in attainment that may exist	Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents	Termly	HT Phase Leaders SENDCo Teachers Parents	Progress made towards EHC targets Assessment shows clear steps and progress made
Review PE curriculum to ensure PE is accessible to all	Teachers co-teach with sports specialist	Termly	PE subject leader	All to have access to PE and be able to excel
Raised awareness of disability issues, including harassment	PSHE Policy reinforced and review impact of implementation	Spring 2019	HT PSHE Curriculum leader	Revised curriculum in place Long term planning and project plans

Aim 2: To improve access to the physical environment

There is a wide range of equipment and resources available for day to day use. Resource provision is under constant review. Our self-review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's needs are known. We consult with advisors and other agencies when considering the purchase of specialist equipment.

target	action	timescale	responsibility	success criteria
Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this plan and the attainment and progress of all pupils	Termly, with full review and update Autumn term	HT SENDCo Governing Body, particularly Resources sub-committee	Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website
Physical environment of school remains attractive and engaging for all	The school will take account of 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. Work alongside Premises Development Plan	On-going	Superintendent School Business Manager DHT	Enabling needs to be met where possible
Awareness of access needs of pupils, staff, governors, parent/carers and visitors with disabilities	Create access plans for individual disabled pupils as part of the EHC process when required. Be aware of staff, governors' and parents' access needs and meet as appropriate. Consider access needs during recruitment process	Induction and on-going if required. Admission form for new parents/carers Recruitment process	Senior leaders School Business Manager	Needs are met

Pupils with medical needs are fully supported	Provide training in use of Epi-Pen (for all); administering medicines (for qualified first aiders) Review Managing Medicines Policy	Annual April 2015	HT First Aid leader	100% of employees receive the training Each Phase has designated First Aiders to be called upon
All pupils with mobility issues can be safely evacuated	All personal emergency evacuation plans (PEEPS) are in place and up-to-date, and all staff are aware Update the Fire Management Policy to ensure adequate strategy for assisting pupils/visitors and staff who have disabilities to evacuate	On-going	SENDCo School Business Manager	In place Successful fire drills
All educational visits to be accessible to all	Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness. Consider costs of coach with easier access	As required	Educational Visits Coordinator HT School Business Manager	EVOLVE form and risk assessments are completed. All pupils in school able to access all educational visits and take part in a range of activities
Improve access for visually impaired people	Paint yellow strip marks on step edges around school	Done	School Business Manager	Update when necessary – link to Premises Development Plan
Informed decisions are made with regard to accessibility	Health and Safety audits are carried out with additional consideration of accessibility	Annual	School Business Manager Superintendent HT	

Aim 3: Improve the delivery of information to pupils with a disability

We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language; symbols on work; pre-printed/pictorial explanation of work.

We want to include actions to engage more of our parents/carers. Currently, we share information with parents/carers in ways including letters, noticeboards, newsletters, website micro-blogging sites (e.g. Twitter).

In planning to make written information better available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need.

target	action	timescale	responsibility	success criteria
Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this plan and the attainment of pupils annually	Termly, with full review and update Autumn term	HT SENDCo Governing Body, particularly SEND governor and Teaching and Learning committee	Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website
All pupils feel confident to fully disclose information with regard to their disabilities	Ensure that all pupils, staff and parents are assured of confidentiality when disclosing information and know disclosures will be handled sensitively-communicate this message via circle time, assemblies and within new curriculum. Use CPOMS to accurately record disclosures and follow up actions.	Ongoing	HT Curriculum leader PHSCE leader Inclusion Leader	Positive feedback from pupils New curriculum in place Long term planning and project plans All records on CPOMS
Pupils: All pupils and staff are fully aware of the definition of disability and examples	Review new curriculum with this in mind Use pupil voice to ascertain pupils' views	September 2019	HT Curriculum leader PHSCE leader	Pupil interviews New curriculum in place Long term planning and project plans
Pupils: Reviews of children with SEND are as accessible as possible	Review how child-friendly EHC plans are	Summer 2019	SENDCo	Revised processes in place Positive feedback from pupils

	Pupil passports to contain an element of pupil /parent voice			
Pupils: Pupils are actively involved in devising EHC plans	Implement new SEND code of practice	Current practice	SENDCo	Pupils voice plays a significant role in EHC reviews EHC plan includes the views of the pupil
Pupils: Pupils are actively involved in devising IEP plans	Pupils, with their parents/carers attend annual review meeting	Current practice	SENDCo	Pupils voice plays a significant role in IEP reviews IEP plan includes the views of the pupil

Parents: Engage more parents/carers in school life	Parents evening Open door/exhibitions Information evenings Tapestry Newsletters Website info Twitter engagement Concerts and events	Ongoing	Senior leaders	Increases in parental involvement
Parents: Parents of children with SEN are kept well informed of their child's progress	3x 30 minute meetings per year with the pupil's progress	Termly	SENDCo Teachers	Parents have a good understanding of the progress their child is making
Parents: Gather information about new parents and accessibility needs	Parents complete a form for permission to park in the disabled parking bay	Current Practice	HT School Business Manager	Completed forms
Pupils and parents: Website is accessible to those who are visually impaired or who have difficulty in reading English	Google Translate option at head of homepage	Current Practice	HT School Business Manager	Written confirmation

Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Resources Committee.

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

- Supporting pupils with medical conditions policy