



KERR MACKIE PRIMARY SCHOOL

ACCESSIBILITY PLAN

3 YEAR PERIOD COVERING 2024 - 2027

Adopted by Kerr Mackie Primary School Resources

Committee on: 16th January 2024

Signed by Chair of Resources Committee:

To be reviewed by Governors on: January 2027



Accessibility Plan

Article 23 A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

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 2024

“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.

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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 2024-27

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 2024-2027

Target	Action(s)	Timescale	Success Criteria
Improvements to signage around the school to reflect diversity	<ul style="list-style-type: none"> • Clear signage to signpost designated disabled parking bays • Consider height of signage around school to ensure accessible to all users e.g. eye level and at seated height • Visitor/disabled toilets to be clearly labelled as accessible toilets – to encapsulate all requirements, including for example non binary 	Medium	Clear signage will be available to all users reflecting full community requirements. Accessible aids such as disabled parking and toilets will be clearly signposted.
Review ramp access around school to ensure they are maintained to a high standard with appropriate aids in place	<ul style="list-style-type: none"> • Check statutory handrail requirements are met 	Medium	All ramps are fully accessible with full handrails at both sides/as required.
Review steps around school to ensure they are edged with paint to support children with mobility/Visual Impairments knowing where the edge of the steps are	<ul style="list-style-type: none"> • Ensure steps are edged in paint and that when worn off, the paint is refreshed 	Medium	All steps are clearly marked and visible to all users, including visually impaired.
Lowering entry and exit control buzzer	<ul style="list-style-type: none"> • Resources committee and any subsequent H&S/door survey reviews to consider modifications 	Medium Ongoing – monitor user access	Wheelchair users able to access front door more easily.
Review staff training and awareness is sufficient	<ul style="list-style-type: none"> • Refresher training for staff to ensure full knowledge of accessible entrances e.g. for wheelchair users – which doors are wide enough (over 	Medium	Staff have full awareness of all need requirements and are able to support these appropriately. Training needs identified and met.

	<p>800mm) and which alternative routes to utilise</p> <ul style="list-style-type: none"> • Care & control refresher training for appropriate staff (specific teachers and teaching assistants): <ul style="list-style-type: none"> ○ Arrange training with LCC Health & Safety team ○ Training delivered on twilight sessions ○ Information included in Individual Pupil Risk Assessments (IPRA) ○ Practices embedded when supporting children • Training for staff on an introduction to children who are Deaf/Hearing Impaired (specific teachers and teaching assistants) 		
<p>Review fittings around school to ensure easily accessible to all users</p>	<ul style="list-style-type: none"> • Ensure fittings are at a suitable height and easily distinguished from their background. • Check hearing loop requirements/alternatives • As part of rolling plan upgrades to fire doors/buildings, ensure door widths are accessible to all or that there is a suitable alternative access point 	<p>Medium</p>	<p>All fittings in school are accessible to all users</p>

Review parking requirements and accessible bays	<ul style="list-style-type: none"> • Re-line marked bays as appropriate • Check sufficient bays are available based on total spaces (should be 6% of total number of spaces) 	Medium	There are sufficient, clearly marked, designated bays available to all users as required.
Review forms of communication and support this understanding amongst our community	<ul style="list-style-type: none"> • Ensure the school website is accessible to all – information to include both written & pictorial to support all of our community. Font sizes and styles in recommended formats such as calibri, size 11 	Short term	All community users can fully access our website and communications

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