



King's Gate Primary School

Accessibility Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the availability of accessible information to disabled pupils.

King's Gate Primary School is committed to ensuring that everyone is treated fairly and with respect as we want our school to be a safe and inspiring learning environment for all our pupils. This involves providing access and opportunities for all pupils without discrimination of any kind. King's Gate Primary School recognises that people have different needs and we understand that treating people equally does not always involve treating everyone the same. This school creates inclusive processes and practices where the varying needs of individuals can be identified and met.

The plan is 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 staff and governors of the school.

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.

This policy complies with our funding agreement and articles of association.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

IMPROVING THE PHYSICAL ACCESS AT KING'S GATE PRIMARY SCHOOL

| Target | Strategies | Timescale | What will success look like? |
|--|---|-------------|--|
| Improve and maintain access to the physical environment. | <ul style="list-style-type: none"> Lift Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height | As required | All children have access to the school environment. |
| To be aware of the access needs of disabled children, staff, Governors, Trustees and parents/ carers | <ul style="list-style-type: none"> Ensure the school staff, Governors and Trustees are aware of access issues ('access' meaning 'access to' and 'access from'). Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process. Ensure staff, Governors and Trustees can access necessary areas of the school. Annual reminder to parents and carers through Parentmail to let us know if they have problems with access to areas of school. Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or | As required | <ul style="list-style-type: none"> SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff, Governors and Trustees are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to necessary areas of the school |

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| | <ul style="list-style-type: none"> adult) becomes physically impaired. Communication in print around school to help children's understanding and visual recognition. | | <ul style="list-style-type: none"> PEEPs are prepared and reviewed as individual needs change |
| Lunch times | <ul style="list-style-type: none"> Ensure KS2 children, who need longer to eat lunch, can go to lunch earlier (with the KS1 lunches) so they have more time to eat their lunch. | Daily | <ul style="list-style-type: none"> All children can access adequate time to eat their lunch. |
| Ensure there are enough fire exits around school that are suitable for people with a disability | <ul style="list-style-type: none"> Daily health and safety checks of the school and its surroundings. Ensure staff are aware of need to keep fire exits clear | Daily | <ul style="list-style-type: none"> All disabled personnel and pupils have safe exits from school. |
| Whole School Evacuation | <ul style="list-style-type: none"> Ensure all children with physical disabilities can be safely evacuated from the building in the event of an emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if needed. | Regular fire drills, and practice as new children join the school throughout the year | <ul style="list-style-type: none"> All people including physically disabled people can be safely evacuated. |

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| <p>Accessible car parking</p> | <ul style="list-style-type: none"> • Disabled members of staff, visitors, parents, parents dropping off and/ or collecting disabled pupils, have a place to park in the staff car park near the playground gates into the school. | <p>On-going</p> | <ul style="list-style-type: none"> • There is a place for disabled members of staff, visitors, parents, parents dropping off and/ or collecting disabled pupils, to park throughout the school day. |
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IMPROVING THE CURRICULUM ACCESS AT KING'S GATE PRIMARY SCHOOL

| Target | Strategies | Timescale | What will success look like? |
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| <p>Improve access to the curriculum for pupils with a disability.</p> | <ul style="list-style-type: none"> • Review provision for children with SEND ensuring that they can access the curriculum. • Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. • Ongoing monitoring from SENCO. • Liaise with external professions e.g. Sensory Impairment, Physical and Medical Service (SIPMS) / Speech And Language Therapy (SALT)/ Occupational Therapy (OT) to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations. For example the use of a sound system and microphone for a child who has a hearing impairment. | <p>On-going</p> | <ul style="list-style-type: none"> • All pupils have equal access to a broad and balanced curriculum • Reasonable adaptations made based on recommendations made by external professionals. |
| <p>All school visits and trips need to be accessible to all pupils</p> | <ul style="list-style-type: none"> • Risk assessments to ensure that all children, including children with physical disabilities, can access trips. • Ensure venues and means of transport are vetted for suitability | <p>On-going</p> | <ul style="list-style-type: none"> • Pupils are able to access school trips and take part in a range of activities |

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| | <ul style="list-style-type: none"> • Ensure staff are fully briefed with regards to children with SEND | | |
| Review PE curriculum to ensure PE is accessible to all pupils | <ul style="list-style-type: none"> • PE Lead to review the PE curriculum and resources. | Annually | <ul style="list-style-type: none"> • All pupils have access to PE and are able to excel, for example via support from an adult |
| Ensure disabled children can take part equally in whole school events, lunchtime and after school activities | <ul style="list-style-type: none"> • Ensure whole school events can be adapted to include all children • Discuss with staff who run out of school clubs, and people running other clubs after school, how clubs could be adapted to meet the needs of all children who attend. | As required | <ul style="list-style-type: none"> • Disabled children feel able to participate equally in out of school activities. |
| Ensure all staff have specific training on disability issues | <ul style="list-style-type: none"> • Identify training needs at regular meetings. | On going | <ul style="list-style-type: none"> • Increase in staff's knowledge, skills and confidence about how to best meet the needs of all pupils. |

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| Pupil Voice | <ul style="list-style-type: none"> • Children are given opportunities to share their concerns, challenges, views and ideas. • Adaptations are made as and when needed. | On going | <ul style="list-style-type: none"> • Children’s voice is heard and acted upon. |
| Communication with parents | <ul style="list-style-type: none"> • Parents have access to the SEN Policy and SEN Information Report on the school website. • Parents have contact details for the SENCO (on the school website) • Parents can meet with the SENCO for further support and advice • Every morning, a member of SLT is on the gate so that parents can discuss any concerns. | On going | <ul style="list-style-type: none"> • Parent/ communication is strong • Parents can confidentially contact the SENCO |

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT KING'S GATE PRIMARY SCHOOL

| Target | Strategies | Timescale | What will success look like? |
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| Improve the delivery of information. | <ul style="list-style-type: none"> The school will make itself aware of the services available through the LA for converting written information into alternative formats. | Ongoing | Delivery of information to disabled pupils more accessible. |
| Make available school brochures, letters and other information for parents in alternative formats | <ul style="list-style-type: none"> Review all current school publications and promote the availability in different formats for those that require it. | Ongoing | Delivery of school information to parents and the local community improved |
| All children can access written information. | <ul style="list-style-type: none"> Liaise with external professions e.g. SIPMS/ SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations. Increase font size, as recommended by external professionals e.g. SIPMS, so that visually impaired children can access written material. Use of technology to help children access written material e.g. Seeing AI, Dolphin Easy Reader. | Ongoing | All pupils have equal access to a broad and balanced curriculum |

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 Sasha Owen (Head of School) and Vic Spanswick (SENCO).

It will be approved by the Local Governing Board.

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.

