



# **Kingsway Community** **Primary School**

## **Accessibility Policy**

**Agreed by the Governing Body in April 2020**

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## **Statement of intent**

Kingsway Community Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

## 1. Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.3. This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behavioural Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Data Protection Policy

## **2. Definition**

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.
- 2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

## **3. Roles and responsibilities**

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The headteacher, in conjunction with the governing body or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The governing body, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 3.4. The full governing body will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 3.6. The headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.7. During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.9. The headteacher, governing body and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. The SENDCo will work closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.
- 3.11. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

## 4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.
- 4.2. The Accessibility Plan will be presented as a freestanding document.
- 4.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
  - To increase the extent to which pupils with disabilities can participate in the curriculum
  - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
  - To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.
- 4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in April 2023.
- 4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 4.10. The school will collaborate with the LA in order to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the governing body and SENCO every year.
- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

- 4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

## **5. Equal opportunities**

- 5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. The school is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 5.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

## **6. Admissions**

- 6.1. The school will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.4. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- 6.5. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.6. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

## **7. Curriculum**

- 7.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The class teacher and the SENCO will work together to adapt a pupil's Personalised Learning Plan (PLP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 7.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

## **8. Physical environment**

- 8.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of the school to which pupils with disabilities have limited or no access to.
- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. There are provisions for nappy changing.
- 8.5. Where entrances to the school are not flat, a ramp is supplied for access.



8.6. Wide doors are fitted throughout the school to allow for wheelchair access.

8.7. The corridor flooring and lighting is designed to support those who are visually impaired.

## **9. Monitoring and review**

9.1. This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.

9.2. The governing body and headteacher will review the policy in collaboration with the SENCO.

## Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), 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.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, differentiation and recording methods  Online learning modules if required	Ongoing and as required	SENDCo	Raised staff confidence in strategies for differentiation and increased participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD  Online learning modules if required	As required	SENDCo	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with the child	As required	SENDCo	All staff aware of individuals' needs
Use computing software to support learning	Make sure software installed where needed	As required	Computing subject lead	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness	As required	HT/SLT	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school	As required	PE subject lead	All to have access to PE and be able to excel

Effective learning environments for all	Ensure all classrooms and resources are organised to meet pupil need	Ongoing	HT/SLT SENDCo/Class Teachers	Children are able to access all learning environments
	Review all displays to ensure they are clear and accessible to all pupils.	Ongoing	HT/SLT Class Teachers	
All staff have high expectations for all pupils	Lessons observation. Target setting and tracking.	Ongoing	HT/ Class Teachers	All children make progress

## Improving access to the physical environment of the school

Kingsway Community Primary School is continuing to grow and develop.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To create access plans for individual pupils as part of the PLP process when required	As required	SENDCo	PLPs in place for disabled pupils and all staff aware of pupils' needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and ongoing, if required	Headteacher	All staff, governors and parents feel confident their needs are met and parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment process and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any resign, classroom changes	As required	Head/Governors/ Site Manager/ Business Manager	Buildings are usable by all
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site Manager	Visually impaired people feel safe on school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans (PEEP) for all pupils	As required	SENCo and Business Manager	All disabled pupils and staff working alongside are safe in the

	with difficulties  Develop a system to ensure all staff are aware of their responsibilities	Every September	HT/SLT/SENDCo	event of a fire
Ensure accessibility of access to computing equipment	Alternative equipment in place to ensure access to all hardware including hall  Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	Ongoing and as required  Software may be required	Computing subject Lead	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from IDS HI team on the appropriate equipment	As required	IDS Hearing Team	All children have access to the equipment
All fire routes are suitable for all	Make sure all areas of school can have wheelchair access  Routes visual check	Ongoing and as required  Weekly	Health and Safety Lead and Governor  Site Manager	All disabled staff, pupils and visitors able to have safe independent egress
Parking for people with disabilities	Disabled parking space kept free for use by those who need it.	Ongoing	HT/Office	All parents/carers/visitors have access to the site

## Improving the delivery of information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take into account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information 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. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in 'simple' English	During induction	Office/ Teachers	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	Ongoing	Office	
	Ensure website and all documents accessible via the school website can be accessed by the visually impaired	Current	Office	All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENDCo	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly PLP review formats	Ongoing	SENDCo	Staff more aware of pupils' preferred method of communication
Languages, other than English, to be visible in school	Some welcome signs to be multi-lingual		EAL subject lead	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCo	Pupils and/or parents feel supported and included

with hearing or language problems				
Provide information in simple language, symbols, large print, for prospective pupils and/or parents/carers who may have difficulty with standard form of printed information	<p>Ensure website is fully compliant with requirement for access by person with visual impairment</p> <p>Ensure Prospectus is available via the school website</p>		Office	All can access information about the school