

KINDERLEY COMMUNITY PRIMARY SCHOOL

ACCESSIBILITY PLAN



***Kinderley school is a place of learning, where we believe ‘the sky is not the limit, it’s just the beginning’.
Everyone is valued and positively encouraged to achieve their full potential in a safe and caring environment.***

Signed:

Maggie Barwell (Chair)
Mrs H Norman (Headteacher)

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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

At Kinderley we are committed to meeting the educational needs of all our pupils and place emphasis on raising the achievement of all children. 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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Governors, parents, staff and children.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plan

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

Aim	Current Strategies	Outcomes	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure all stakeholders are consulted on a regular and timely basis	Annual questionnaire for pupils with SEND Newsletter, website and Class Dojo used for communication Regular SEND review meetings Yearly EHCP Reviews Engagement of parents/carers to discuss policy and practice	Provide appropriate forums for families to engage in improving school practice	Invite named parents to support development of policy and practice Meet regularly with Governor with responsibility for Accessibility and SEND	SENDCO	Ongoing Questionnaires - Summer term each year	Positive improvements to school practice and policy development Parent & voice of child heard Governing body will stay informed and up to date on matters of SEND in the school.

Increase access to the curriculum for pupils with a disability Ensure disabled pupils are not treated less favourably	To offer a differentiated curriculum for all pupils. Make the curriculum accessible for all pupils. Ensure curriculum resources include examples of people with disabilities. Curriculum progress will be tracked for all pupils, including those with a disability. To use resources tailored to the needs of pupils who require support to access the curriculum. The curriculum is reviewed regularly to ensure it meets the needs of all. Targets are set effectively and are appropriate for pupils with additional needs. Trips and visits are accessible for all pupils including those with SEND Ensure after school clubs and activities are available for all children including those with SEND	Provide training for specific staff including medical Use of ICT equipment where appropriate All children are able to learn and make progress regardless of their needs or disabilities	SENDCO to ensure pupils with SEND continue to make good progress. Regular meetings with teachers and SENDCO to discuss pupils with SEND Timely consultations with SEND services /healthcare teams as required. HT to ensure progress of all children is tracked at least once a term, more often if necessary. Use other professionals for further advice and support when required - HT/SENDCO to oversee needs and progress Ensure curriculum is regularly reviewed and updated to ensure it meets all needs Offer some clubs and activities that can be accessed by children with a	SENDCO/ Headteacher HT with subject leaders.	Ongoing	Curriculum remains relevant and accessible for all pupils.
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			disability. Ensure there are a range of clubs on offer - not all games and physical activities.			
Improve and maintain access to the physical environment	All accesses are kept clear	All areas around the school are well signed, safe and easily accessible for all users	Class teachers, TAs and Caretaker to action this	Caretaker and SENDCO	Checked termly	Routes around school safe for all visually impaired users
	All areas in/around classrooms and corridors should be clear of any furniture or other item	Clear, safe corridors with easy access.	Regular checks to be made by site manager. SENDCO and HT	Headteacher	Ongoing.	Access around school buildings remains clear and safe for all users.
	Maintain external slope to the EYFS unit to ensure it is easily accessible for all users.	Ramp is maintained	termly check	H&S team	Ongoing	Access to mobile remains good

4. 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 the Governing Body.

5. 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	one story	none		
Corridor access	One corridor area to the library with furniture on one side leaves clear access	Regular reminders required to staff to ensure access is clear and not overtaken by furniture (tables and chairs and displays)	Headteacher	Ongoing
Lifts	No lift	none		
Parking bays	The school has one disabled parking bay	Remind staff not to park in the disabled bay	SBM	Ongoing
Entrances	Clear wide ramped access to the main school entrance and a ramp to the mobile classroom	none		
Access around perimeter of school	Access to the side is via a vehicle gate	Check timings of automated gate. Remind staff not to drive into the car park after 8.30am or before 3.30pm	SBM	Ongoing
External Class doors	Classes are accessed via external class doors which have stepped entrances	Consider adding ramps	Headteacher	When budget allows, or is required for accessibility

Toilets	One staff toilet has disabled access			
Emergency escape routes	The school has internal emergency signage and escape routes are clearly marked.	Monitor to ensure escape routes are kept clear at all times	SBM	ongoing
Noise	Children with hearing aids/ impairment may struggle with the noise in the hall	Consider sound suppressing panels in relevant communal areas eg dining room Rooms and areas in place for children to have lunch if the hall is too noisy.		When budget allows Provision in place.
Fire Alarm Sound	Possible impact on individual pupils to be identified	During fire drills children are warned based on need and ensure they are not close to fire alarm Teachers have strategies for supporting named pupils in the event of the fire alarm being sounded without warning	Classteachers & Teaching Assistants	half - termly fire drills
Effective Communication & Engagement with Parents for children with SEND	Parents are always welcome to meet with the SENCO or Headteacher to discuss any child's needs. Parents will be given a copy of a child's risk management plan, SEND support plan or health plan so they can be fully involved in any decisions regarding the care and support of their child. Parents will be encouraged to review any plans regularly to ensure they remain relevant and up to date. This would involve a meeting every term with the child's teacher and /or SENCO or HT.	Annual questionnaire for families with children with SEND to ensure communication is effective and to seek recommendations for improvements	SENCO	Annual
Staff training to ensure access to the curriculum for all pupils	All staff receive regular professional development delivered by a range of professionals or by the HT. Learning walks and classroom observations by HT and SENCO will regularly include checks to	Reviewed half termly as part of Pupil Progress Meetings to determine changes in need and annual review of EHCPs	HT	Ongoing

	ensure the curriculum is delivered well and differentiated in such a way that all learners can participate. Staff will receive individual support by the appropriate team of professionals when necessary.			
Adaptations to the curriculum to meet the needs of individual learners	Teachers and TAs meet regularly with the SENCO to discuss individual children's needs. SENCO would then support and advise on ways the curriculum can be adapted or differentiated to suit all learners. This could be providing 1-1 support from an adult or providing a scaffold such as a word mat, task breakdown sheet or other visual support. Adaptations can include allowing different forms of recording such using ICT or a teacher scribe, Where necessary further guidance can be sought from other professionals - eg SEND services, OT, visual impairment team and hearing impaired team.	SENDCO/ HT to ensure good practice continues in classrooms through drop ins, observations and work scrutiny	All teaching and support staff with support from SENDCO	Ongoing
Effective use of resources and specialised equipment to ensure access to the curriculum for all pupils	Where children require more specialised resources and equipment to ensure access to the curriculum the SENCO and HT will work closely with all necessary professionals such as OT, hearing and visual impaired team or the school nurse. This may include having medical equipment on site, using brailers or adapted photocopiers or using radio microphones. The SENCO/HT will be responsible for ensuring all necessary members of the school staff concerned receive the appropriate training.	SENDCO continues to work with outside agencies and professionals to ensure all pupil's needs are met in school.	All teaching and support staff with support from SENDCO	Ongoing
All out of school activities and after school clubs are planned to ensure	SENCO/HT will be available to discuss with parents any reasonable changes or adaptations to an after school activity or club in order that their child can take part. This	SENDCO / HT/ teachers to monitor regularly.	All teaching and support staff with	Ongoing

reasonable adjustments are made to enable the participation of the whole range of pupils	may involve providing some 1-1 adult support where the budget permits, removing any physical barriers or adapting how the activities are planned and delivered. School will endeavour to plan a range of clubs that will suit a range of learners and their needs. Any school trip will be carefully planned and risk assessed. As part of this assessment teachers will make all necessary adjustments so whenever possible all pupils can participate if it is safe and sensible to do so.		support from SENDCO	
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Appendix 2

Admission Procedure - children with a disability

Visits to school prior to starting.	All children and families are welcome to visit the school and meet with key staff before deciding if the school is suitable for their child's needs. The school prospectus will be available. Parents will also be signposted to the school website for further information.
SENDCO	SENDCO is available for meetings with the family and other professionals to ensure a smooth transition into school.
Adapting the environment or obtaining resources	SENDCO will ensure where possible all necessary equipment or adaptations to the environment are in place before the child starts school. Where equipment needs to be sourced the SENDCO will liaise with the appropriate health team.
TAF meetings	SENDCO and class teacher will attend all necessary meetings with previous teachers or other professionals to discuss the needs of the child and pass on all necessary information. Paperwork/EHCPs/ Pupil passports/Healthcare plans/protocols can be passed on at this meeting. SENDCO will ensure that all necessary members of the school community are informed. Safety posters, procedures or protocols will be created and shared as necessary. SENDCO where appropriate will become lead professional.
First Aid	Where appropriate SENDCO will ensure all first aiders have necessary information about the child's needs.
Training	SENDCO/HT will ensure any required training takes place to support the teacher or other staff when working with a disabled child or a child with SEND.
Lunch and play times	SENDCO/ HT will ensure all children can access lunch and play times alongside their peers. Extra staff or procedures will be in place to support children with needs as appropriate.
Ongoing contact	SENDCO and the class teacher will stay in regular contact with parents when necessary to ensure children are happy, settled and making progress.