



Kenton Bar Primary School Accessibility Policy



Accessibility Policy/Plan 2017-20 [To be read in conjunction with the Newcastle Local Offer, Parents/Carers SEND Information Guide, Annual SEND Report, SEND Policy, Safeguarding Policies, Equality and PSED Policy and Managing Medication in School Policy].

Introduction

This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in Schedule 10 of the Equality Act 2010 and the SEND Code of Practice 2014. It identifies the action the school intends to take over a three year timescale to prevent disabled pupils or pupils with SEND from being less favourably treated than other pupils.

Kenton Bar Primary School recognises its duty:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less-favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Kenton Bar Primary School aims 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.

This plan will be reviewed regularly and will be updated every three years.

Definition of Disability under the Equality Act 2010 states that a person has 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.

Kenton Bar provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The three areas to be considered in the action plan are:

- a. Improving curriculum participation in education and related activities. Kenton Bar will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the NHS Trusts.

- b. Improving the provision of accessible information. Kenton Bar will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
- c. Improving the physical environment. Kenton Bar will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Contextual Information

Kenton Bar Primary School is a highly inclusive school. The school comprises two separate buildings: Early Years and KS1 in a one-storey building, with a two- storey building for KS2. There is wheelchair access to all entrances and a disabled toilet in the KS1 building. The route around school has push doors and low handles.

Improving teaching and learning lies at the heart of any school’s work. 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.

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 (all free of charge), leisure and cultural activities and school visits. The school has a Breakfast Club which operates from 8.00-8.55 a.m. Monday to Friday – this is free of charge.

Information about the school’s disabled population

Kenton Bar includes children with difficulties in Communication and Interaction, Cognition and Learning Needs, Social Emotional and Mental Health Needs and Sensory and Physical Needs. This has involved us in liaising with a variety of professional to ensure the best possible education, within our power for disabled pupils. Home visits are undertaken for all children beginning Nursery and Reception, and if any children have additional needs, the LA and health advisers are contacted for support and guidance.

We have a small number of children for who we hold Epi-pens to mitigate their allergic reactions and inhalers to alleviate their asthmatic condition. Competent First Aiders hold current first aid certificates. All medication is kept in a safe and secure place which has easy access to first aiders and staff members.

How appropriate is the current provision?

Staff are highly aware, by effective communication, of the issues faced by our disabled pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources, to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda.

Targets for 2017-20 and how we intend to achieve them:

Monitoring will be undertaken by the Finance, Premises and Staffing Committee of the Governing Body, with advice from key professionals.

Target	Strategies	Timescale	Success Criteria
Identify children who may need additional or different provision and ensure that disabled pupils are able to access the school curriculum more easily.	Tracking a child’s needs from their entry to school and throughout school.	2017 onwards	All practitioners have the information they need to ensure disabled children have access to the curriculum.

All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	2017 onwards	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
All educational visits to be accessible to all.	Ensure each new venue is vetted for appropriateness.	2017 onwards	All pupils in school able to access all educational visits to take part in a range of activities.
To ensure that all written communication/ signage is as clear as it can be for all groups of children / families.	Alter font size, colour and page layouts for children with a visual impairment. Audit signage around school to ensure that all school users find it accessible. Arrangements in place if a disabled parent/carer needs support to attend a school event e.g. availability of a signer.	2017 onwards	Children to access written information. Signage to be accessible to all stakeholders. Information for pupils, parents/carers and the community to be available in different formats.
Continue to develop inclusive and fully accessible playground facilities e.g. ensure the paths around the school and school carpark are as safe as possible.	To take appropriate action as the need arises.	2017 onwards	Visitors to be able to access the school.
All children and adults with a disability can be safely evacuated from the building in an emergency.	Regular checks on evacuation procedures. All children and staff requiring personal emergency evacuation plan [PEEP] are in place and updated.	2017 onwards	PEEP in place. Successful evacuation drill.

Date reviewed September 2017

Next review: September 2020