

Kingsway Community Primary School

Accessibility Plan 2018-2020

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This policy sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Purpose of Plan

This plan shows how Kingsway Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written 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. The information should take

account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

Kingsway Community Primary School is a single storey building. A Disabled toilet is available on the ground floor for children, staff and visitors to the school. Children access the school via the playground which has steps and ramped wheelchair access. The main entrance to the school has level access.

At present we have no wheelchair dependent pupils or members of staff. One parent is reliant on the use of a wheelchair.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

We have a small number of pupils and parents who have a hearing impairment.

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	SENCo	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	SENCo	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	SENCo	All staff aware of individuals' needs
Use computing software to support	Make sure software installed where needed	As required	Computing subject lead	Wider use of SEN resources in classrooms

learning				
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 Review all displays to ensure they are clear and accessible to all pupils.	Ongoing Ongoing	HT/SLT SENCo/Class Teachers HT/SLT Class Teachers	Children are able to access all learning environments
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. New classes were added in September 2016.

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	SENCo	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	Consider needs of disabled pupils, parents/carers or	As required	Head/Governors/ Caretaker/ Office Manager	Buildings are usable by all

all areas	visitors when considering any resign, classroom changes			
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Caretaker	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 with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Every September	SENCo and Office Manager HT/SLT/SENCo	All disabled pupils and staff working alongside are safe in the 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	Ongoing and as required	Health and Safety Lead and Governor	All disabled staff, pupils and visitors able to have safe

	Routes visual check	Weekly	Site manager	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	SENCo	Staff produce their own information

Annual review information to be as accessible as possible	Develop child friendly PLP review formats	Ongoing	SENCo	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	July 2018	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 with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCo	Pupils and/or parents feel supported and included
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	Ensure website is fully compliant with requirement for access by person with visual impairment Ensure Prospectus is available via the school website	July 2018	Office	All can access information about the school