



KIND MOTIVATED SUCCESSFUL

Accessibility Policy and Plan 2020 – 2023

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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

The aim of this policy is to set out the commitment of the Governing Body of King's Meadow Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively.

King's Meadow Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the new Code of Practice 2014 when meeting pupils Special Educational Needs and Disabilities, and makes its policy known to parents. Provision determined in Education Health Care Plans (EHCP) is made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

The aims and values of our school are inclusive, they reflect and inform our ethos and are embedded in the life of the school community.

King's Meadow Primary School has high ambition for all its pupils; we expect pupils with disability to participate and achieve in every aspect of school life. As such, we are committed to:

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

King's Meadow Primary school promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have very high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

Context

As a school we have an excellent record with regard to making reasonable adjustment for such children. This includes actions to address physical impairments and learning impairments.

We have a long history of teaching pupils with a wide range of Special Educational Needs and, without exception, disabled pupils have been fully included in all aspects of school life. The progress of disabled pupils is methodically tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Where necessary, adaptations are made to the curriculum and equipment available to ensure full access. There is full access to all parts of the physical environment for pupils. Adaptations can be made to timings, playtimes, lunchtimes, school trips and after school clubs to meet the needs of children with specific learning or impairment needs. Attendance of all pupils with additional needs is monitored and where issues of illnesses are a particular feature of their disability the necessary adaptations to the school day are made.

Like most schools, we have children of all backgrounds, needs and abilities. In December 2020, this includes pupils with specific, on-going impairments, including:

- Asthma
- Autistic spectrum
- Allergies
- Physical disability
- Hearing impairment
- Visual impairment

At present we have no wheelchair dependent pupils, or members of staff.

Views of those consulted during the development of the plan Articles 12 and 13 UN Convention of the Rights of the Child:

“Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters effecting them.”

At King's Meadow Primary School, we fully acknowledge and respect this principle. As a result, the following plan has been written following consultation with pupils, staff and governors and takes into account their views and aspirations. Further, we collect information from Early Years settings, so that we are prepared for children when they arrive in school, and liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

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.

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.

Action plan 2020 – 2023

The following pages contain our planned actions around three broad aims. Notes in italics are ongoing actions, included here for information for parents/carers, and to act as prompts in the review process for staff and governors.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

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 encouraged to attend age relevant after school clubs, cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Teachers at King's Meadow School strive to plan and deliver outstanding lessons. Teachers' planning is highly differentiated to take account of the individual and group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

The SENCo coordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and the wider context. The SENCo also coordinates advice given by outside agencies and ensures its full implementation. 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.

Target	Actions	Timescale	Responsibility	Success Criteria
To identify all pupils who may need additional or different provision	<ul style="list-style-type: none"> · Liaise with nursery providers, Early Years Special Needs Intervention Teacher (EYSENIT) and parents about needs of children in Reception and Nursery intake. 	Annually	EYFS lead teacher and SENCo	Transition arrangements are set up before a September start. Additional visits are made with parents and nursery staff to aid transition. Transitional learning takes place between nursery and school.
To increase skills and confidence of all staff in differentiating the curriculum	<ul style="list-style-type: none"> · Ensure appropriate induction takes place for new staff and NQTs that identifies individual training needs. · Termly staff meeting focus on area of CPD related to SEN categories. · Annual cycle of TA professional development based on training modules. 	Annually and as required SENCo	SENCO and SLT	Lesson observation and monitoring cycle demonstrates improved skills and raised staff confidence using a range of strategies to support children's needs. Increased pupil participation in lessons.
To identify trends in attainment and progress across the school To narrow any gap in attainment between specific groups and their peers	<ul style="list-style-type: none"> · Attainment data to be analysed x 3 a year to identify gaps and trends in progress. · Action planning identified through the School Development Plan to take steps to close the gap 	X 3 a year	Headteacher and Deputy Headteacher with Assessment Lead	For any gap between specific groups and their peers to be narrowed so they are not disadvantaged in any way. For actions to be planned and evaluated for impact where gaps have been found.
To promote positive attitudes to disability	<ul style="list-style-type: none"> · Assembly plans consider the It's Okay to be Different theme · Include cross curricular work when links with National/International events occur, e.g. ParaOlympic Games. · Regular staff training through SSPO for Inclusion PE workshops 	Ongoing and annually linked through assembly themes	Headteacher and Deputy Headteacher	For children's thinking about what a disability is to be challenged. For children to understand how life is the same and different for somebody with a disability.

To review PE curriculum to ensure PE accessible to all	· Appropriate teachers to attend SSCO Inclusion training annually · Teachers to co-teach with SSCO	From September 2017 as required	Headteacher PE coordinator	For all children to have equal access to PE For all children to be given the opportunity to excel at PE
To ensure that Young Leaders show awareness of inclusion principles	· Year 6 children to apply and take part in Young Leader training · Year 6 to take on Young Leader role at playtimes to ensure inclusion for all children	September 2017 onwards	Headteacher PE coordinator	For children to be more aware of the principles of inclusion. For Young Leaders to be better equipped with ideas and strategies to support inclusion at playtimes.

Aim 2: To improve access to the physical environment
At King's Meadow Primary School we have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Our self review and improvement planning process is the vehicle for considering such needs on an annual basis.
To meet individual, specific needs, provision will be adapted when a pupil's needs are known. Where necessary we will seek further advice from Occupational Therapist or other health professionals.
All of the school is fully accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

Target	Actions	Timescale	Responsibility	Success Criteria
To ensure that the physical environment remains attractive and engaging for all	· The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements. · Consideration may include; improved access, lighting, colour schemes, accessible facilities and fittings	On going	Headteacher	To ensure that the school meets its statutory responsibilities and meets the needs of all staff, pupils and visitors to the school.
To ensure that the school environment is visually	· Colourful, interactive displays in the classroom.	On going	Class teachers	Monitoring and observation shows learning environment to

stimulating for all children	<ul style="list-style-type: none"> · Displays to be focussed on what it means to be a learner and how children can develop their learning 			be good or better. Learning Walks to focus on continued development of children as learners.
To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities Induction process for new staff Admission forms for new children	<ul style="list-style-type: none"> · To create access plans for individual disabilities as required · Be aware of staff, governors" and parents" access needs and meet as appropriate · Through question and discussions, find out the access needs of parents. 	As required	Headteacher	The access needs of children, staff and the wider school community are met.
To ensure that pupils with medical needs are fully supported and additional needs are met	<ul style="list-style-type: none"> · To update Epipen training annually with the School Health Nurse · To write an Individual Healthcare Plan for children with additional medical needs · To provide administering of medication training for all qualified first aiders 	Annually	Headteacher and Deputy Headteacher	All necessary staff receive the training
All pupils with mobility issues can be safely evacuated	<ul style="list-style-type: none"> · All personal emergency plans (PEEPs) are in place and up to date, and that staff are aware 	Annually	Headteacher SENCo Site Manager	All fire drills are successful and children are evacuated efficiently
For pupils with medical needs to be fully supported in the school environment	<ul style="list-style-type: none"> · To review Managing Medicines Policy · To ensure that school procedures are updated to include any changes to the policy. · For updates and information to be shared with staff at staff meetings and TA meetings. 	On going	SENCo Head teacher	Managing medications Policy to be updated and fully implemented.
To consider wider physical environment in which teaching and learning takes	<ul style="list-style-type: none"> · Ensure that physical access is suitable at Sports Centre. 	place On going	Educational Visits Coordinator	For due consideration to be given to appropriate physical access to different

				buildings that school may access.
To ensure all educational visits to be accessible to all	· Through risk assessment and planning ensure that pre-visits take place to check appropriateness of access	As required	Educational Visits Coordinator	MA1 forms for residential visits and risk benefit assessments to be completed for all school visits. All pupils in school able to access all educational visits and take part in a range of activities.
To ensure informed decisions are made with regard to accessibility	· For Health and Safety audits to be carried out with· For Governing Body to consider awareness of Disability additional consideration of accessibility. Discrimination Act 1995 (DDA) and health and safety as desired characteristics for new governors	On going	Headteacher Chair of Governors	For future Health and Safety audits to begin to inform future Accessibility Policy and Plans.

Aim 3: To improve communication between school and pupils, parents/carers

We share information with pupils who face barriers to learning in a variety of ways, such as; face to face discussion, simplified and modified language, symbols on work, pictorial explanation of work. We want to include actions to engage even more parents.

Currently, we share information with parents in ways including letters, parent mail, newsletters and the school website. In planning to make written information better 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.

Target	Actions	Timescale	Responsibility	Success Criteria
For all pupils to feel confident to fully disclosed information with regard to their disabilities	· To assure pupils, staff and parents of confidentiality when disclosing information · To ensure all disclosures about disabilities are handled sensitively	On going	Headteacher PSHE Co-ordinator	For children to answer positively when answering School Council pupil questionnaires. For the new

	through circle times, assemblies, and themed weeks within the new curriculum			curriculum to be fully embedded and long term plans to evidence themed weeks.
Pupils: All pupils and staff are fully aware of the definition of disability and examples	<ul style="list-style-type: none"> · Assembly plans consider the It's Okay to be Different theme · Include cross curricular work when links with National/International events occur, e.g. ParaOlympic Games. · Regular staff training through SSPO for Inclusion PE workshops 	Ongoing and annually linked through assembly themes	Headteacher and Deputy Headteacher	For children's thinking about what a disability is to be challenged. For children to understand how life is the same and different for somebody with a disability.
Pupils: For annual reviews of children with SEN to be as accessible as possible	<ul style="list-style-type: none"> · For parents of SEN children to be asked for feedback about new Pupil Profile forms at SEN reviews 	Review meetings in November 2017 and ongoing throughout the academic year 2017-2018	SENCo	For parents of SEN children to feel more informed and involved in the review process.
Parents: To engage more parents in school life	<ul style="list-style-type: none"> · Parents to be invited into end of curriculum work sharing afternoons 	September 2017 on going	SENCO Head teacher Deputy Head teacher	For targeted parents to attend specific sessions.
Parents: To improve accessibility of communications in forms other than writing	<ul style="list-style-type: none"> · Identify parents with difficulties with written and spoken communication via parents evenings and SEN reviews · Communicate findings with teachers and ensure that phone conversations takes place or face to face conversations re: homework and letters 	On going	Headteacher Deputy Headteacher/SENCo	To identify parents with additional needs and ensure that they are engaging fully with their child's development and wider life within the school community

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 board.

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
Number of storeys	One Storey	None
Corridor access	Accessible	None
Lifts	No Lifts	None
Parking bays	Disabled Parking	None
Entrances	3 Entrances	None
Ramps	To reception and to the quad.	None
Toilets	Disabled Toilet including hoists	None
Reception area	Accessible	None
Internal signage	Yes	None
Emergency escape routes	Yes	None