

Kineton Green Primary School



Accessibility Plan

November 2022

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Statement of intent

Kineton Green 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 plan outlines how the school aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Approving this plan before it is implemented.

The headteacher will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

The SENCO will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Ensuring that pupils with SEND are appropriately supported.
- Consulting with external agencies, where appropriate, if challenging situations regarding pupils' disabilities arise.
- Monitoring this plan.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The SENCo will undertake an annual Accessibility Audit and report the outcomes to the governing body. The audit will cover the following three areas:

- **Access to the curriculum**
- **Access to the physical environment**
- **Access to information**

When conducting the audit, the SENCo will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Areas to be addressed	Actions	When	Outcome	Review
Short term	<p>Learning environments for ASD pupils /pupils with sensory differences.*</p> <p>*links to planning duty 3 (information)</p>	<p>Audit of the learning environment by the SENCO and ASD Advisory teacher.</p> <p>CPD & training for staff based on the outcomes</p> <p>Training for new staff on ASD good practice</p>	Autumn 2022	ASD pupils are enabled to access the learning environment.	Summer 2023
Medium term	Effectiveness of scaffolding in both core and foundation subjects	<p>Monitoring</p> <p>Collection of pupil voice- by SENCo and subject leaders as to which modes pupils find the most useful.</p> <p>CPD & training for staff based on the outcomes</p>	Spring 2023	Pupils with SEND will be able to access learning in all subjects via the use of quality first teaching	Summer 2023
Long term	Assessment of SEND pupils in all subjects	SENCo to liaise with subject leads to ensure that assessments are accessible to pupils with SEND.	Spring 2023	Pupils with SEND can access assessments	Spring 2024

Planning duty 2: Physical environment

	Areas to be addressed	Actions	When	Outcome	Review
Short term	Accessibility of the physical environment for pupils with physical needs.	SENCo and Site Manager to conduct an audit with the Physical Needs Teacher of all the areas the school on an annual basis.	Spring 2022-annually thereafter	School is aware of accessibility barriers to its physical environment and will make a plan to address them over the short and medium term.	Summer 2023-annually thereafter
Medium term	See above	See above	See above	See above	See above
Long term	Areas highlighted via the Environmental Access Audit (completed Summer 2022)	Construction work to make the school fully accessible to pupils with physical needs.	Dependent on the progression of the physical needs of pupils.	School buildings are fully accessible to all pupils with physical needs.	Summer 2023-annually thereafter

Planning duty 3: Information

	Area to be addressed	Actions	When	Outcome	Review
Short term	<p>Accessibly of information for pupils with ASD</p> <p>*links to planning duty 1 (curriculum)</p>	<p>Refer to actions under planning duty (curriculum)</p>			
Medium term	<p>Accessibility of information to pupils who have English as an additional language (EAL)</p>	<p>All EAL pupils level of competency to be tracked using the LA's "Level of Competent" and appropriate strategies to be put into place to address their needs.</p> <p>Access to bilingual resources and google translate.</p>	<p>Spring 2023</p>	<p>Strategies will be in place and used in order for pupils to access the learning environment fully.</p>	<p>Summer 2023</p>
Long term	<p>Accessibly of the school website for parents with English as an additional language.</p>	<p>SENCo to liaise with the Website manger to explore ways Google translate to be embedded onto the school website.</p> <p>Documents to be made available in the key languages spoken by the school community.</p>	<p>Summer 2023</p>	<p>Website is fully accessible</p>	<p>Summer 2024</p>

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is November 2023. Any changes to this plan will be communicated to all staff members and relevant stakeholders.