



Kimberworth Community Primary School School Accessibility Plan

Written: September 2022

Review date: September 2025

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, disability, religion or belief and sexual orientation'. According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental Impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

Mission Statement

At Kimberworth Community Primary School we aim to provide a welcoming and inclusive environment where everyone feels happy, safe and secure. We promote an atmosphere of trust and honesty in which everyone feels valued and shows respect for each other and their surroundings. We are committed to high expectations and continuous improvement. We adopt a child centred approach to high quality teaching and learning, inspiring everyone to achieve their full potential.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility).

Kimberworth Community Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The plan shows how access is to be improved for disabled pupils, staff and visitors to the school, within a given time frame and anticipating the need to make reasonable adjustments to

accommodate their needs, where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability to ensure that such pupils are as equally prepared for life as are the able - bodied pupils. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits.
- Improve and maintain access to the physical environment of the school.
- Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Whole school training will recognise the need to continue training awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Plan should be read in conjunction with the following school policy documents:

- Behaviour Policy
- Curriculum Policies
- Health and Safety Policy
- School Prospectus
- SEND Policy
- The Local Offer
- School Development Plan
- Equal Opportunities Policy

1) Access to the Curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010	On going	Headteacher, SENDCO and governors	All policies clearly reflect inclusive practice and procedure.
To establish close liaison with parents/carers and outside agencies for pupils with on-going additional needs.	To ensure collaboration between all key personnel	On going As required	SENDCO / class teacher	Personalised plans are in place for any pupils with physical needs, and all staff are aware of pupils' needs.
Ensure support staff have specific training on physical needs and any issues that may arise.	Identify training needs at regular meetings	On going	SENDCO / Headteacher	Raised confidence of support staff.
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	On going	EVCo / SENDCO	All pupils are able to access all school trips and take part in a range of activities

Ensure children can take part equally in lunchtime and after school activities.	Discuss with 'Out of school Club' staff, and people running other clubs after school. Support would have to be available – especially after school.	On going As required	SENDCO	Children with physical needs feel able to participate equally in out of school activities.
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2) Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure everyone has access to the main reception area	Ensure that nothing is preventing wheelchair access-e.g. displays or furniture or carpeting	On going	Head Teacher, Caretaker and All school staff	All access routes are clear from obstructions.
Ensure all people with physical needs can be safely evacuated	Ensure there is a personal emergency evacuation plan for all pupils with physical needs. Ensure all staff are aware of their responsibilities in evacuation by being aware of all individual needs.	On going As required On going As required	SENDCO Head Teacher to remind staff. Check during fire drills	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for children with physical needs who would need help in the event of an evacuation. People using wheelchairs or physical/mobility aids can be evacuated quickly and easily.

3) Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Update signage around school to be in other languages.	Plans for a welcome sign in reception – need to decide which languages to use.	End of spring term 2022	Head Teacher / SENDCO	All people feel they are welcome in school.
Inclusive access to admission information in all parent/teacher meetings.	Access a translator to facilitate the admission process and participation in meetings with school staff if the need arises. Ask parents about preferred formats for accessing information eg braille, other languages. Translation tool to be added to website to allow multi-lingual access where possible.	Annually Ongoing	SENDCO / Head Teacher SENDCO/Head Teacher Office staff	Staff are more aware of preferred methods of communication, and parents feel included. School website will become accessible to all.

4) Check list for SLT and Governors

	Yes	No	Unsure
<ul style="list-style-type: none"> • Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these? • Does the curriculum include opportunities to understand the issues related to race, disability and gender? • Are all pupils encouraged to participate in school life? • Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies, Junior Leaders and House Captains? • Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? • Are racist incidents reported to the governing body and local authority on a termly basis? • Are visual displays reflective of the diversity of your school community? • How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies? • Does the school take part in events to raise awareness of issues around race, disability and gender? • Is the school environment as accessible as possible to pupils, staff and visitors to the school? • Are open evenings and other events which parents, carers and the community attend held in an 			

<p>accessible part of the school, and are issues such as language barriers considered?</p> <ul style="list-style-type: none">• Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?• Are procedures for the election of governors open to candidates and voters who are disabled?			
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