



Kimberworth Community Primary School School Accessibility Plan

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

Written: October 2016

Review date: June 2019

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	Head Teacher, 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 disabled pupils, and all staff are aware of pupils' needs.
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	On going	SENDCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Set up a system of individual assess plans for disabled children when appropriate. Share information with all agencies involved with each child	In place September 2016	SENDCO	All staff are aware of individuals' needs

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	Ongoing	EVCo/ SENDCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Autumn term 2016	SENDCO & PE co-ordinator	All pupils have access to PE and are able to excel.
Ensure disabled 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.	As required	SENDCO	Disabled children feel able to participate equally in out of school activities.
Develop greater links with the Kelford special school. Provide further places for inclusion opportunities – links with other schools.	Work towards developing greater links with the local special school.	Summer term 2016	SENDCO / Head Teacher	Increased understanding of the opportunities available to the children

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 disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b)Ensure all staff are aware of their responsibilities in evacuation by being aware of all individual needs	Autumn term 2016 Autumn Term 2016	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 disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.

3) Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Plans for a welcome sign in reception – need to decide which languages to use.	Spring term 2017	Head Teacher / SENCO	All people feel they are welcome in school.
Inclusive discussion of access admission procedures and to information in all parent/teacher annual meetings	Access a translator to facilitate the admission process and participation in meetings with school staff. 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	SENCO / Head Teacher SENCO/Head Teacher Office staff	Staff are more aware of preferred methods of communication, and parents feel included. School website will become accessible to all.