

Accessibility plan

Keelham Primary School



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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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Keelham Primary school we aim to create an inclusive and safe working environment which allows our children to become confident, resourceful learners. We care about all of our children and their welfare and happiness is at the heart of everything we do. All children are supported and encouraged to achieve their full potential through intensive adult interactions and the use of specific strategies and resources.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Target	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with providers to review potential intake each Sept	<ul style="list-style-type: none"> To identify pupils who may need additional to or different from provision for each Intake. Teachers to have termly meetings with SENDCo to discuss class demographics. 	July/Sept each year	HT EYFS teacher	Procedures/equipment / ideas set in place
To review all statutory policies to ensure that they reflect inclusive practice and procedure	<ul style="list-style-type: none"> To comply with the Equality Act 2010, ensure all policies reflect. Review policies against Statutory Policy DfE list. Governing Body and committees to review policies annually (where appropriate) 	Ongoing See 3 yr cycle	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	<ul style="list-style-type: none"> To ensure collaboration and sharing between school and families, SENDco coordinates keeping in touch meetings with families. New to Keelham families are welcomed 	Ongoing	HT All Teachers	Clear collaborative working approach ensures

	into school prior to their child/ren start date to share and discuss appropriate adjustments to aid transition with class teacher/HT and SENDCo.			
To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	<ul style="list-style-type: none"> To ensure collaboration between all key personnel SENDco coordinates collaboration between class teachers and professionals. Staff CPD through attendance of SEND hubs SENDco builds a positive relationship with professional organisations relating to need and attends SEND LAP and LA network meetings. 	Ongoing	HT Teachers TAs Outside agencies PIW SENDCo	Clear collaborative working approach
To ensure full access to the curriculum for all children.	<p>Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> A differentiated curriculum with alternatives offered. A range of support staff 	Ongoing	Teachers SENCO's Ed Psych	<p>Advice taken and strategies evident in classroom practice.</p> <p>ASD children supported and accessing curriculum.</p>

	<p>including trained teaching assistants</p> <ul style="list-style-type: none"> • Multimedia activities to support most curriculum areas • Specific equipment sourced from occupational therapy or other agencies. 		LSS	
Continued professional development for staff in the identification of and teaching children with additional needs.	<ul style="list-style-type: none"> • HT and SENDCo to coordinate and plan training for staff • SEND Hubs to be attended by staff (where appropriate) to support staff CPD and obtain strategies to support learners. <p>-</p>	Ongoing	All staff	Children with additional needs successful included in all aspects of school life.
Evaluate attainment of all SEND profile.	<ul style="list-style-type: none"> • SENCO/Class teacher meetings/Pupil progress are high profile and frequent throughout the academic year. • SENDCo coordinates Assess, Plan, Do and Review Cycle meetings with teachers • My Support Plans are regularly updated to reflect children's 	Half Termly/Termly	Class teachers SENCO	Progress made towards targets Provision mapping shows clear steps and progress made

	<p>ability and future attainment</p> <ul style="list-style-type: none"> • Provision map is updated half termly to reflect the practice in school. • Scrutiny of assessment system and the use of the GL assessment suite. • Regular liaison with parents to discuss attainment, progress and next steps. • EHCP plans are reviewed as per LA cycle. 			
<p>Promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Screen magnifier software for the visually impaired and use of other software discussed by professionals • Features such as sticky keys and filter keys to aid disabled users in using a keyboard to aid word processing and access to 	Ongoing	Whole school approach	<p>Variety of learning styles and multisensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>

	<p>the wider curriculum.</p> <ul style="list-style-type: none"> • Elklan training for relevant staff • Reasonable adjustments made to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 			
<p>To evaluate and review the above short- and long-term targets annually</p>	<ul style="list-style-type: none"> • SENCO/Class teacher meetings/Pupil progress are high profile and frequent throughout the academic year. • SENDCo coordinates Assess, Plan, Do and Review Cycle meetings with teachers • My Support Plans are regularly updated to reflect children's ability and future attainment • Provision map is updated half termly to 	<p>Annually</p>	<p>SLT, Core curriculum coordinators</p> <p>Governors</p>	<p>All children making at least good progress.</p>

	<p>reflect the practice in school.</p> <ul style="list-style-type: none"> • Scrutiny of assessment system and the use of the GL assessment suite. • Regular liaison with parents to discuss attainment, progress and next steps. <p>EHCP plans are reviewed as per LA cycle.</p>			
To deliver findings to the Governing Body	<ul style="list-style-type: none"> • Relevant Governing Body and committees are made aware of the current practice and the evaluation of it. • HT and SENDCo to report termly to the governing body. 	<p>Annually Termly SEN Governor / SENCO meetings</p>	<p>SENCO SLT/SEN Governor</p>	<p>Governors fully informed about SEN provision and progress</p>
Improve physical environment of school environment	<p>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as:</p> <ul style="list-style-type: none"> • improved access • lighting 	<p>Ongoing</p>	<p>SLT</p>	<p>Enabling needs to be met where possible.</p>

	<ul style="list-style-type: none"> • colour schemes • accessible facilities and fittings. 			
Ensure visually stimulating environment for all children	<ul style="list-style-type: none"> • Colourful, lively displays in classrooms and inviting role play areas (where appropriate). • Working walls engage all learners • Classroom is vocabulary rich. 	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of Provision mapping process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability	<ul style="list-style-type: none"> • To conduct parent interviews 	With immediate	Head Teacher	Pupils' medical needs are fully met

of the school.	<ul style="list-style-type: none"> liaise with external agencies, identifying training needs and establish individual protocols where needed. 	effect to be constantly reviewed	Occupational health	
Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> Arrange interpreters from the RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
To continue to improve and build upon community links	<ul style="list-style-type: none"> School to continue to have strong links with schools in the local area and the wider community. SENDCo to attend LAP and LA network meetings SENDCo to establish positive link with Early Help coordinator linked to school. 	Ongoing	SMT All staff	Improved awareness of disabilities/the wider community/local area and the world and their needs Improved community cohesion
Continue to develop playgrounds and facilities.	Continue to work through premises plan and redevelop areas such as: <ul style="list-style-type: none"> Adventure trail 	Ongoing	Whole school approach	Inclusive child-friendly play areas.

	<ul style="list-style-type: none"> - Pergola - EYFS outdoor classroom - Sensory Garden - Shelters installed across sensory garden - Access through Nursery entrance to EYFS and Yr 5/6 classroom 			
To ensure driveway, roads, paths around school are as safe as possible.	<p>Frequent communication through social media channels to parents highlighting the importance of:</p> <ul style="list-style-type: none"> • Safe parking at drop off and pick up times, • Use of the main gate to access school premises. <p>Collaboration with link PCSO and traffic division to ensure school safety at key times.</p>	Ongoing	HT SLT	No accidents
To ensure all children with ASD have access to the curriculum	<ul style="list-style-type: none"> • Regular parental communication • Individualised multi-sensory teaching strategies used for ASD children. 	Ongoing	All staff to be aware	ASD children able to access curriculum.
To enable improved access to written	<ul style="list-style-type: none"> • Investigate symbol software to support 			

<p>information for pupils, parents and visitors.</p>	<p>learners with reading difficulties.</p> <ul style="list-style-type: none"> • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. <ul style="list-style-type: none"> • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 			
<p>To review children's records ensuring school's awareness of any disabilities</p>	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Collaborative working with the SENDCo class, teacher and parents. • Clear communication and handover of information, including care plans during transition meetings and new top school parent meetings • EHCP Annual reviews • Pupil progress meetings • Medical Care Plans and intimate care plans updated 	<p>Annually</p>	<p>Class teachers TA's Outside agencies SLT Office staff</p>	<p>Each teacher/staff member aware of disabilities of children in their classes</p>

	<p>annually for all children</p> <ul style="list-style-type: none">• Significant health problems – children’s details shared with professionals who need to be aware.			
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCo.

It will be approved by the Headteacher.

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