

KINGFISHER PRIMARY SCHOOL



Accessibility Plan

3-year period covered by the policy: 2018 - 2021

Policy agreed (name): Laura Kenwright Date:8.2.18

Policy to be reviewed (Insert proposed review date):January 2021

Academy Vision

We aim to equip pupils to be confident, responsible and well educated, so that they can fulfil positive roles in society. We will provide a just, stimulating and caring environment where excellence can develop through high quality learning experiences and where individual needs and abilities of pupils are taken into account.

Academy Aims

- To ensure equal opportunity for each child to succeed at the highest possible level, removing barriers to access and participation in learning.
- To recognise the needs and talents of each pupil, ensuring effective identification and assessment of children's needs and provide early intervention.
- To provide an educational environment, enabling disabled pupils to take advantage of a full education and associated opportunities.
- To work in partnership with families and others involved in the care of children in our school.
- To promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others.
- To provide differentiated and personalised learning opportunities building on each child's strengths and interests.
- To make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- To work always in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

Definition of Disability

The Disability Discrimination Act 2010 (DDA) defines a disabled person as someone who has 'a physical or mental impairment' which has a substantial or long term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2010 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is 'clinically well recognised', although the person must still demonstrate a long term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Disability Equality Duty (DED)

The Disability Equality Duty (2006) requires all schools to:

- Eliminate discrimination that is unlawful under the DDA;
- Eliminate harassment of disabled people that is related to their disability;
- Promote positive attitudes towards disabled people;
- Encourage participation in public life by disabled people;
- Promote equality of opportunity between disabled people and other people;
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

Rationale

Staff and Governors have a responsibility to ensure that:

- Information regarding disabilities in relation to both pupils and staff is obtained. Such information obtained will be used to improve the provision of services at Kingfisher Primary.
- When appropriate, pupil achievement is monitored by disability to identify any trends or patterns that may require additional action.
- Disabled pupils will be encouraged to participate fully in school life including representation at school events, assemblies and school council.
- Steps are taken to ensure that disability is portrayed positively in school.
- When opportunities arise, the school partakes in events to raise awareness of disability.
- The School is as accessible as possible to disabled pupils, staff and visitors to the school.
- If information is required by parents, visitors, pupil and staff in formats which are more accessible to them, this will be made available upon request.

Access Plan

Increasing access for Disable Pupils to the Curriculum

At Kingfisher we are continually improving the quality of teaching and learning through continuous professional development (CPD) we aim to enhance staff's 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.

We encourage all pupils to participate fully in attending after school clubs, leisure and cultural activities and out of school visits.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiation within the curriculum	SENDCo to undertake learning walks to quality assure interventions and learning. Staff aware of needs of all pupils within class. Rigorous performance management to identify staff needs.	Termly	SENDCo SLT	Staff will be more confident in strategies for differentiation and there will be increased pupil participation.
Ensure that all staff are aware if disabled children's curriculum access.	Staff aware of needs of all pupils within class. Pupil progress meetings to identify children's barriers.	As required Termly	SENDCo SLT	All staff will be aware and cater for a child's individual needs.
Educational visits accessible to all	Ensure that staff have knowledge and guidance when organising a trip to ensure	As required	Head/ Class teachers/ EVC	All pupils are able to access all educational visits and take part in a range of activities.

	that the trip is accessible to all pupils/ staff			
Engage in inclusive sports events.	Engage with a range of inclusive external providers for events.	Termly	SENDCo PE Coach	All pupils will have the opportunity to access sport on a wider scale.

Improving access to the Physical Environment

Kingfisher is continuing to grow and develop and provisions, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available to use on a daily basis. Resources are constantly under review.

Target	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the needs of disabled pupils, staff, governors, families and visitors.	Access arrangements for individual pupils to be made within their medical plan. Be aware of any access needs for staff, governors, families and visitors to school.	Identified at induction and on-going.	SENDCo SLT	Medical and evacuation plans in place for all disabled pupils. All individuals feel confident that their needs are being met.
Layout to allow access for all pupils to all areas of school.	Consider needs of disabled pupils, families or visitors when considering any redesigns. Consider needs of individuals with disabilities in day-to-day	As required	SLT Site Manager School Business manager	Building and resources are accessible to all.

	organisation of classrooms and resources.			
Ensure the safety of pupils during an emergency.	Personal Emergency Evacuation Plan (PEEP) in place for all children with difficulties. All staff are aware of their responsibilities in an emergency.	As required + Annually reviewed (Sept)	SENDCo/ Inclusion manager	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure accessibility of access to IT equipment.	Liaise with VI/HI on information with regard to any child that is visually or hearing impaired. Equipment to be put in place to ensure access to IT including in the hall.	On-going contact	SENDCo	Hardware and software available to meet the needs of children as appropriate.

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified through:

- Access audit and review of current activities,
- Identifying actions to eliminate barriers identified,
- Evaluating and reviewing the plan every 3 years (with the accessibility plan under on-going review and revision as necessary.)

In addition to this we will:

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;

- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Other Policies & Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Statement
- Equal Opportunities and Diversity
- Staff Expectations
- Health & Safety (including off-site safety)
- Special Educational Needs Policy and the school's SEN Information Report.
- Behaviour Management
- School Development Plan

The School's Complaints Procedure covers the Accessibility Plan.