

Accessibility Plan

Kingfisher Primary

2024-2027



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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.

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

We welcome **all** children to Kingfisher Primary. We work hard to know your child, and care for your child as part of the “Kingfisher family.”

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 including Astrea Academy Trust and Doncaster Local Authority

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Specialist equipment is purchased under the guidance of OT and physiotherapist to support with current targets set out on care plans e.g. specialist seating and /or writing equipment.</p>	<p>To ensure children are accessing learning at their own target level through quality of teaching and interventions.</p> <p>To improve the ICT available to children with SEND</p> <p>To ensure appropriate resources are acquired in order to support children with disability to access the curriculum</p>	<p>SEND Audit and CPD and continued liaison with specialists including SALT, OT, SENDCO and specialist teachers (external to school)</p> <p>Ensure all targets from specialists are communicated with strategies to teachers and assistants.</p>	<p>SENDCO, Teachers, Teaching Assistants, Inclusion Team</p> <p>Curriculum Leaders</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Children with disabilities to make appropriate progress for their ability level.</p> <p>All children accessing the curriculum and continuing to make progress.</p> <p>All EHCP reviews and pupil progress meetings show progress.</p>

	<p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils including access to assistive technology.</p>	<p>Reasonable adjustments are made to facilitate access to resources and learning.</p>	<p>Purchase resources to support children with disabilities</p> <p>Inclusion team and Class teachers to ensure reasonable adjustment are made to support children with SEND through acquiring and developing appropriate resources and support</p>	<p>SENDCO, Teachers, Teaching Assistants, Inclusion Team</p> <p>Curriculum Leaders</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Children can be seen using such equipment in and around school.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Elevators ● Corridor width 	<p>To ensure that the school site is improved to further maintain access to the physical environment for pupils, staff and visitors with disabilities</p>	<p>Continue to Risk Assess the school site and to implement required actions to ensure access for all</p>	<p>Building Officer Operations Manager</p>	<p>Ongoing</p>	<p>Children with disabilities are protected by physical environment safety adaptations</p>

	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Some height adjustable tables in school 	<p>To ensure that school can provide the physical adaptations required for pupils to be able to independently access the school building safely</p>	<p>Ensure that disabled bays are clearly marked</p> <p>Library shelving to be checked to ensure that these are wheelchair accessible</p> <p>To review status of changing facilities for children with disabilities requiring intimate care (in line with personal support plans)</p> <p>To review Catering equipment in partnership with Catering Team</p>		<p>Summer 2025</p> <p>Summer 2025</p> <p>March 2025</p> <p>Ongoing</p>	<p>Bays are visible and easily accessible by all site visitors</p> <p>Pupils and Staff are able to have appropriate facilities for intimate care as and when required</p> <p>Children are all able to view food offer on a daily basis at appropriate height level</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Specialist hearing support equipment ● Pictorial or symbolic representations 	<p>Resources are created and acquired in order to ensure that communication is accessible to all.</p> <p>Communication in print is used throughout the school where necessary.</p>	<p>Staff to have access to Communication in Print and feel confident in using the resources.</p> <p>CPD and monitoring of equipment.</p>	<p>SENCo and Curriculum Leaders</p> <p>Teachers</p> <p>Teaching Assistants</p>	<p>Ongoing</p>	<p>All staff are confident in using Communication in Print within classroom teaching and learning</p>
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4. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality information and objectives statement for publication
- Special Educational Needs (SEN) information report
- Managing Medicines Policy
- SEN Policy