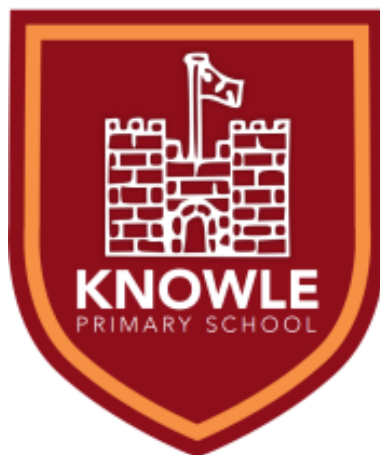


Knowle Primary School



Accessibility Policy

This policy was adopted and ratified by the Full Governing Body of Knowle Primary School at the meeting held in:

Signed Dated

Chair of Governors (Tim Smith)

Signed Dated

Head Teacher (Ben Norris)

Policy Approved: October 2024

Policy for Review: October 2027

Introduction

This Plan is drawn up as a facet of the EQUALITY ACT 2010. The Equality Act 2010 (Specific Duties) Regulations came into force on 1st October 2010. The act replaces previous anti-discrimination laws with a single act to make the law simpler and remove inconsistencies.

The act covers nine protected characteristics which cannot be used as a reason to treat people unfairly. Every person has one or more of the characteristics, so the act protects everyone against unfair treatment.

This plan relates to accessibility for disabled persons at Knowle Primary School. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DFES in July 2002.

Definition of Disability

The Equalities Act 2010 defines disability as follows:

'A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities'

Key objective

'To reduce and eliminate barriers to access to the curriculum and full participation in the school community for pupils, and prospective pupils, with a disability.'

The plan will include how Knowle Primary School will:

- improve the physical environment
- make improvements in the provision of information
- increase access to the curriculum.

Principles

Compliance with the Equalities Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND Policy.

Knowle Primary School recognises its duty under the Equalities Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

Understanding Disability Needs

In performing their duties, governors and staff at Knowle Primary School will have regard to the Code of Practice, and:

- recognises and values parents' knowledge of their child's disability and its effects on their ability to carry out normal activities, and respects the parent's and child's right to confidentiality
- provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpins the development of a more inclusive curriculum
- sets suitable learning challenges
- responds to pupils' diverse learning needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Knowle Primary School welcomes children with physical disabilities. Parents are invited to contact the school to discuss their son/daughter's disabilities and to discuss any special arrangements that may have to be made to allow the child full access to the school curriculum and its resources.

Current Range of known disabilities

At present we have no wheelchair dependent pupils, parents or members of staff however the school has the following features which make it particularly suited to children with physical disabilities:

- wheelchair access to all entrances
- a disabled toilet on the ground floor

When a pupil's disability might prevent access to the curriculum, we seek to modify our approach to the curriculum or to alter our physical arrangements. Practical examples of how we may achieve this are:

- providing pupils with physical disabilities appropriately adapted or different activities within PE
- providing opportunities for individual additional support within and outside the classroom
- provision of assistive technology
- use of symbol systems e.g. Widgit, Makaton, PECS & communication boards
- providing tables/chairs of the appropriate height to allow wheelchair access
- reorganising classroom layout to improve pupil movement.

Increase access for disabled pupils to the school curriculum

The improvement of teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff 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.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Improving access to the physical environment of the school

At Knowle Primary School there is wheelchair access to all classrooms. We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities, as well as pupils' and parents' preferred formats, and will be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

The Accessibility Plan will be published on the school website.

1) CURRICULUM ACCESS

Action Dates	Target	Strategies	Success Criteria
Short Term	<p>To review all statutory policies to ensure that they reflect inclusive practice and procedure.</p> <p>To maintain close liaison with parents.</p> <p>To maintain liaisons with outside agencies for pupils with ongoing health needs, e.g. children with severe asthma etc.</p> <p>To carry out school audit of the 'wider curriculum' e.g. clubs, school visits etc to ensure that disabled pupils can participate.</p>	<p>Comply with Equality Act 2010.</p> <p>Ensuring collaboration and sharing between school, families and outside agencies.</p> <p>Audit of all activities. Appendix A</p>	<p>All policies clearly reflect inclusive practice and procedure.</p> <p>Collaborative working approach for all staff, families and outside agencies.</p> <p>Any access requirements/additional resources linked to SDP as required.</p>
Medium Term	<p>To look at potential intake for following term/year to identify training needs.</p> <p>To consider the range of SEND provision and establish whether pupils with disabilities are making adequate and sustained progress.</p> <p>To ensure appropriate deployment of teaching assistants for pupils with SEND.</p>	<p>To provide access training relevant to whole school and individual pupil needs.</p> <p>Analysis of assessment relating to progress of pupils with disabilities.</p> <p>Provision mapping to establish range of provision offered and to identify gaps in provision.</p>	<p>All staff feel competent and support in dealing with a wide range of ability/disability.</p> <p>Effectively meeting the needs of pupils with SEND.</p> <p>Investment in new teaching materials and methods to support pupils with SEND and appropriate teaching and support staff training.</p>
Long Term	<p>To develop and maintain the above on an annual basis.</p> <p>To continue to draw on the expertise of external</p>	<p>To provide training with appropriate support services</p>	<p>School to have a wide range of teaching styles and resources available for all areas of the curriculum.</p>

	<p>partners, for example Speech and Language therapists and Educational Psychologists.</p>	<p>for relevant staff.</p> <p>SENDCo and HT to liaise with the various outside agencies to inform 1:1 provision, intervention groups and to provide staff training.</p>	<p>All practice reviewed on an annual basis.</p> <p>Progress reported in Annual Governors report.</p> <p>Staff trained in SEND areas of need.</p> <p>Staff supported in their work by outside professionals.</p>
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2) PHYSICAL ACCESS

Action Dates	Target	Strategies	Success Criteria
Short Term	<p>To ensure school and the Local Authority are aware of all areas of the school premises where there are potential barriers to physical access; this will include both indoor and outdoor facilities.</p> <p>To ensure that subject coordinators consider the equipment needs of pupils with SEND.</p>	<p>Use Appendix B</p> <p>SENDCo to liaise with outside agencies as appropriate and advise subject coordinators accordingly.</p>	<p>Audit completed and action plan devised as required.</p> <p>The needs of pupils with disabilities will be considered within the budget for specific equipment as necessary.</p>
Medium Term	<p>To continue to raise staff awareness of a range of barriers to learning for pupils with SEND.</p> <p>To provide specialist equipment to meet needs of pupils with disabilities.</p>	<p>Training for staff as required. Advice sought regarding adaption work as required.</p> <p>SENCOO and HT to liaise with outside agencies as appropriate.</p>	<p>Staff training and awareness programme in place with updates for new staff who missed initial training.</p> <p>Adaptations to building are complete as advised.</p> <p>Specialist equipment purchased as appropriate and as required.</p>
Long Term	<p>To continue to review all areas of the school, to ensure that there are no physical barriers to access for pupils with a range of disabilities.</p>	<p>Track progress.</p> <p>Reviews as parts of annual health and safety monitoring.</p>	<p>Full physical access to the curriculum.</p> <p>Regular review of premises (as part of H & S tour).</p>

3) INFORMATION ACCESS

Action Dates	Target	Strategies	Success Criteria
Short Term	To identify in consultation with the Local Authority any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information.	Use Appendix C	Pupils have access to classroom information as appropriate to their needs. Change any formats as required. Guidance regarding support services identified from the intranet.
Medium Term	To use home/school diaries as appropriate to clarify information for identified pupils.	Teachers, TAs and parents communicate via a home/school diary for those pupils with communication needs.	Appropriate and necessary information will be received by parents.
Long Term	To maintain above practice and review on an annual basis.	Regular review of need and delivery of alternative formats as needed.	Information available for parents and pupils in a variety of formats.

Appendix A: CURRICULUM ACCESS

These statements have been adapted from Accessible School DFES June 2002. They are not intended to be an exhaustive list but have been designed to encourage a flexible approach to enable further questioning of accessibility issues within schools.

Statement	Evidence	Action needed
All teachers and TAs have the necessary training to teach and support pupils with a variety of disabilities.	Courses attended and logged centrally Records from external agencies Visitors' book	Continue to identify training needs and match training either by courses, external agencies and visits to other schools.
Classrooms are optimally organised for disabled pupils	Tour of the school	Plan to purchase new furniture as required.
Lessons provide opportunities for all pupils to achieve.	Planning Lesson observations Pupil interviews Evaluations	Developing personalised learning. Lesson observations to identify areas for improvements. Coaching/mentoring
Lessons involve work done by individuals, pairs, groups and whole class.	Planning Lesson observations Pupil interviews	Lesson observations to identify areas for improvement.
All pupils are encouraged to take part in music, drama and physical activities.	Planning Lesson observations Pupil interviews	
All staff recognise and allow for the mental effort expended by some disabled pupils, e.g. slow writing speed for dyslexic pupils.	Planning Lesson observations Pupil interviews SEND monitoring IEP reviews	Lesson observations to identify areas for improvement.
All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	Planning, Lesson observations, Pupil interviews, SEND monitoring IEP reviews, TA feedback	SEND analysis to identify areas for improvement.
Disabled pupils who cannot engage in some particular activities are given alternative experiences. Teachers provide a variety of opportunities for pupils with SEND to provide outcomes in formats that are not always written.	Planning Lesson observations Pupil interviews SEND monitoring IEP reviews TA feedback	SENDCo monitoring to ensure pupils with SEND can work independently in group sessions.
Access to computer technology is appropriate for students with disabilities.	Tour of school	Audit ICT furniture and access arrangements for accessibility.
School visits are made accessible to all pupils irrespective of attainment or impairment.	Risk assessments Lists of pupils attending school visits.	Continue to seek funding from various sources to enable all pupils to access residential visits.
All staff have high expectations of all pupils.	Planning, Lesson observations, Pupil interviews, SEND monitoring IEP reviews, TA feedback	Training and induction for new staff.

Appendix B: PHYSICAL ACCESS

This has been adapted from Accessible School: Summary Guidance DFES June 2002. Many aspects have been covered by the LEA audit but schools may find it helpful to check all aspects of these statements.

Statement	Evidence	Action needed
<p>The size and layout of areas allows access for all pupils including:</p> <p>Academic areas e.g. classrooms</p> <p>Sporting areas e.g. outdoor sporting facilities</p> <p>Play areas e.g. playgrounds</p>	<p>Plan of buildings</p> <p>Tour of the school</p>	<p>Hoist could be installed if required.</p>
<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs.</p> <p>Toilet facilities have adequate room to accommodate a hoist and changing beds if needed.</p> <p>Showers are available and accessible.</p>	<p>Plan of buildings</p> <p>Tour of the school</p>	<p>Disabled toilet has appropriate size required if hoist is needed.</p>
<p>Pathways of travel around the school site and parking arrangements are safe logical and well signed.</p>	<p>Tour of site</p>	<p>Ensure signage in place.</p>
<p>Emergency and evacuation systems inform and include all pupils and are accessible to ALL, including pupils with SEND and disability. Risk assessments have been carried out. All pupils have been informed of alert systems. Alarms have visual and auditory components. Refuge areas are provided where needed.</p>	<p>Record of risk assessments</p> <p>Fire Safety folder</p>	<p>Risk assessment in place for all SEND pupils at risk during emergency evacuations.</p>
<p>All areas to which pupils have access are well lit.</p>	<p>Lighting improved throughout the building.</p>	<p>Continue to monitor.</p>
<p>Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noisy equipment, provision of a sound field system, timetabling to provide reasonable adjustments to room provision.</p>	<p>Tour of building</p>	<p>Carpet areas in classrooms where hearing impaired pupils are located.</p>
<p>Furniture and equipment are selected, adjusted and located appropriately: e.g. height adjustable tables available, low-level sinks.</p>	<p>Purchase plan as required.</p>	<p>Plan for purchase of new equipment for classrooms</p> <p>Continue to use advice from external agencies for specialist equipment.</p>

Appendix C: ACCESS TO INFORMATION

This has been adapted from Accessible Schools: Summary Guidance. DFES June 2002

Statement	Evidence	Action needed
The school liaises with Local Authority support services to provide information in simple language, symbols, large print, on audiotape or in Braille or the MOON alphabet for pupils and prospective pupils who may have difficulty with standard forms of printed information.	Planning Lesson observations Pupil interviews SEND monitoring IEP reviews TA feedback	
The school liaises with LA support services to: <ul style="list-style-type: none"> • Present information in an accessible format e.g. use of OHP, PowerPoint projection and photocopied resources. • Provide written reinforcement of the spoken word, a synopsis/subtitles when video material is used. • Modify language where appropriate. 	Planning Lesson observations Pupil interviews SEND monitoring IEP reviews TA feedback	
The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities.	Planning Lesson observations Pupil interviews Parent interviews TA feedback	

Appendix D: SPECIALIST SUPPORT

Specialist support is for pupils with a variety of disabilities is available, and schools should always consult the appropriate service for detailed Outreach support.

- Plymouth Early Years Inclusion Service
- Plymouth Educational Psychology Service
- Plymouth Pupil Referral Unit and Integration Service
- Children, Young People and Families Services
- Educational Effectiveness Service
- Governor Services