



Kirkby and Great Broughton Primary School Accessibility Plan

3-year period covered by the plan : 2021-2024

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

Kirkby and Great Broughton Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people : pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos. We are 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.

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.

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.

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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

The Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

Attached is a set of actions showing how the school will address the priorities identified in the plan.

Information from pupil data and school audit

Kirkby and Great Broughton Primary School has 5 classes from Reception to Year 6. Initial information to establish the profile of the pupils entering school is gathered by school staff. The information is collated prior to starting school by

- Parent discussions
- Induction meetings
- Information gathered from previous settings and providers

Information gathering in relation to the recruitment, development and retention of disabled employees

Kirkby and Great Broughton Primary School follows local authority guidance on the collecting of information on disabled employees and the recruitment of new staff. This information will be available on the local authority school staffing database. It will be analysed by our school to show where disabled staff are deployed across the school. Other areas of analysis will cover: seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff who voluntarily provide information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the local authority agreed policies on sickness and returning to work. Our school would seek to contact the 'Access to work' scheme to explore possible support to staff if required during their employment.

The needs of all pupils and staff, including disabled pupils, are considered when planning and delivering all aspects of the curriculum. It is the responsibility of the SENCO, Headteacher and SLT to ensure that teaching matches the learning needs of all children.

Each teacher is aware of the individual needs of all of the pupils. This informs the;

- Physical environment
- Curriculum provision
- And the written information shared.

Data is stored centrally by the SENCO on each child to inform the accessibility requirements of the school.

Where we have disabled staff, parents and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments

The Accessibility Plan will also coincide with the School Development Plan and the School Self Evaluation Plan

The School Accessibility Plan will be shared and coordinated with other services and agencies when necessary e.g.

- ✓ With the LA's accessibility strategy
- ✓ Social services
- ✓ Health agencies, particularly in respect of meeting the health needs of the disabled pupils in school.

We will consult with experts when new situations regarding children with disabilities are experienced. The Governors and Headteacher will work closely with the Local Authority.

Monitoring arrangements

This document will be reviewed every 3 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:

- 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
- Curriculum Policy
- Special Educational Needs Policy

Access to the Physical Environment

- ✓ Kirkby and Great Broughton Primary School is a single level building . There is disabled access from the front of the school the outside footpaths and yard area.
- ✓ The main door operates on a mechanised system.
- ✓ There is a designated disabled toilet.
- ✓ The school has internal emergency signage and escape routes are clearly marked

Targets	Strategies	Timescale	Success Criteria
School is aware of the access needs of disabled children, staff and parent/carers.	<p>a) Create access plans for individual disabled children as part of IEP process;</p> <p>b) Whilst maintaining confidentiality access needs of staff and governors ascertained and where necessary met.</p>	As required	<p>Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.</p> <p>Greater inclusivity of all staff and governors enabling participation in meetings etc.</p>
Ensure that all disabled individuals can be safely evacuated.	<p>a) Put in place Personal Emergence Evacuation Plans for all as required;</p> <p>b) Develop a system to ensure all staff are aware of their responsibilities.</p>	As required	All disabled individuals and staff working with them are safe and confident in event of fire.

Access to the Curriculum

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Increase confidence of staff in differentiating the curriculum.	<ul style="list-style-type: none"> a) SEN/ Inclusion Policy in place and in use; b) Regular staff training in inclusive practices and resources including SEN. 	reviewed every 3 years	Headteacher	Raised confidence of staff in strategies for differentiation and increased pupil participation.
Ensure all staff are aware of disabled children's curriculum access.	<ul style="list-style-type: none"> a) Set up system of individual access plans for disabled children; b) Set up system for information to be shared with appropriate staff. 	As required	Headteacher	
Ensure all staff have undertaken disability equality training. Headteacher to disseminate via Equalities Scheme, shared with staff.	Equalities scheme in place, staff and governors aware of scheme.	annually	HT	All staff work from a disability equality perspective.
Ensure staff running extra curricular clubs are aware of disabilities and are supported to adapt provision where necessary	<ul style="list-style-type: none"> a) Communicate with staff running clubs b) Train and support staff when required 	When required	HT/SENCO	Children access extra curricular activities

Access to Information

- ✓ All information shared takes account of the needs of the pupils. Advice is sought from specialist agencies e.g. hearing impairment agency with regards to specific needs, when they arise e.g. large print needed or use of a hearing aid.
- ✓ The views of the parents/pupils and staff are taken account of on a regular basis, this informs the way that written information is delivered.
- ✓ Preferences of parents will be taken account of.
- ✓ See action plan for increasing the accessibility of written information

Targets	Strategies	Timescale	Success Criteria
Review information to parents/carers to ensure it is accessible.	a) Ask parents/carers about access needs when child is admitted to school b) Be prepared to produce information in alternative formats e.g. large print, Braille.	As required	All parents getting information in format that they can access e.g. CDrom, large print, Braille.
Liaise with Nursery and other pre-school providers. Liaise with sending school for pupils transferring from another Primary setting.	a) Visit the setting to see the children/ talk to parents and staff. b) Invite children into school before starting date – talk to parents.	As required	Needs are known on entry. Child is fully included in relevant class.

	c) Make use of all information sent from previous setting to establish baseline and individual needs.		Appropriate targets are set.
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