



Kingsway Community Primary School

Accessibility Policy

Written by	S Byrne
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Statement of intent

Kingsway Community Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Definition

- 1.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.
- 1.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

2. Accessibility Plan

- 2.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.
- 2.2. The Accessibility Plan will be presented as a freestanding document.
- 2.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
- 2.4. **The plan has the following key aims:**
 - To increase the extent to which pupils with disabilities can participate in the curriculum
 - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
 - To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.
- 2.5. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in April 2026.
- 2.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 2.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 2.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 2.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 2.10. The school will collaborate with the Trust in order to effectively develop and implement the plan.

- 2.11. An access audit will be undertaken by the SENDCo every year.
- 2.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 2.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 2.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 2.15. The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

3. Curriculum

- 3.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 3.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 3.3. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 3.4. The class teacher and the SENDCo will work together to adapt a pupil's Personalised Learning Plan (PLP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 3.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 3.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 3.7. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 3.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 3.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 3.10. Specialist resources are available for pupils with visual impairments, such a large print reading books.
- 3.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

3.12. On Educational visits, parents will be invited to provide individual support for their child if school resources cannot provide individual care. All extra curriculum activities are available to all children with disabilities (Equal Opportunities).

4. Physical environment

- 4.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- 4.2. There are no parts of the school to which pupils with disabilities have limited or no access to.
- 4.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 4.4. There are provisions for nappy changing.
- 4.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 4.6. Wide doors are fitted throughout the school to allow for wheelchair access.
- 4.7. The corridor flooring and lighting is designed to support those who are visually impaired.
- 4.8. The Reception outdoor learning area is accessible from the main corridor.

5. Health and Safety

- 5.1 The Health and Safety Leader (Mr Ravenscroft) is available to assist with all risk assessments, furniture, access needs. He should be informed of any needs or issues so that appropriate action can be taken and resources, including funding can be accessed. Individual plans should be made for emergency evacuation.
- 5.2 Pupils who require additional support during evacuation procedures will be provided with a Personal Emergency Evacuation Plan (PEEP)
- 5.3 Visitors onsite are asked to inform the office if they have any additional needs that will require additional support during evacuation procedures.

6. Monitoring and review

- 6.1. This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.
- 6.2. The governing body and headteacher will review the policy in collaboration with the SENDCo.

