

Killigrew Primary School
Accessibility Plan 2017-2020

Section 1: Vision Statement

Purpose of the Plan

The purpose of this plan is to show how Killigrew Primary School and Nursery intends, over time, to increase the accessibility of our school for disabled pupils. Killigrew Primary School and Nursery is 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.

At our school we respect and value the diversity of the community we serve, committing ourselves to raising the attainment of all pupils with due regard to their individual, social and personal circumstances. As a result we are committed to challenging discrimination against those who have disabilities, striving to ensure equality of access and maximising the life chances for all in a diverse society.

As a staff we are aware that it is the responsibility of every member of the school to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate, review and develop the impact of our school accessibility plan by monitoring its impact on the life, attitudes and achievements of all groups, including those pupils with disabilities, and individuals amongst our pupils and staff. It will be monitored through: pupil profiles/reviews, provision maps, meetings with class teachers, observations, parent evenings and curriculum planning.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 1) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- 2) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- 3) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

Curriculum policy

Equality policy

Staff development policy

Health and Safety Policy

Special Educational Needs and Disability Policy

Behaviour Policy

School Development plan

School Vision Statement

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Killigrew Primary School and Nursery will address the priorities identified in the plan. The plan is valid for three years 2017-20. It is reviewed annually.

Approved by: Governing Body

Date: September 2017

Next review date: September 2018

Section 2: Aims and objectives

Our aims are to:

Increase access to the curriculum for pupils with a disability

Improve and maintain access to the physical environment

Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability.	Killigrew offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully, including those pupils with physical, visual and hearing impairments.	Training for specific staff including medical. Use of ICT equipment. Strategies: <ul style="list-style-type: none"> • Pupils placed at the front of class. • Larger type used. • Coloured overlays, and coloured paper used where appropriate. • Practical support as needed. 	Audit of CPD needed. Teachers to be given opportunities to watch outstanding practitioner use ICT in lessons. Observations and discussions with teachers. Resources provided. Appropriate toileting and staffing arrangements in place.	Class Teacher SENCo ICT Leads SENCo SBM	Ongoing-2020 Ongoing-2020	List of areas staff feel they would like training for. Evidence of ICT equipment being used in lessons more effectively in termly lesson observation. Teachers and teaching assistants having necessary training to teach and support pupils with additional needs. Resources used

	<p>Pupils with physical disabilities able to access personal care facilities.</p>	<p>Staff to make use of LEA services and use of additional funding.</p> <p>Reasonable adjustments made to disabled toilets in the infant and junior buildings, e.g.: hoist, changing facilities. Liaising with advisory service and other settings. Continuing training for LSAs. Risk assessments for moving and handling via county.</p>	<p>Observations and discussions with teachers. Resources provided.</p>	<p>SENCo LSAs</p>	<p>Ongoing-2020</p>	<p>appropriately.</p> <p>Regular up to date personal development/training for all staff.</p>
	<p>Pupils with speech and language, and processing problems have access to the curriculum.</p>	<p>Classrooms are optimally organised for pupils and lessons provide equal opportunities for all pupils to respond. Staff recognise and allow for the additional time required by some pupils to use equipment or process language. Key words are emphasised and short/simple language is used. Closed sentences are avoided and pupils are encouraged to speak in sentences.</p>	<p>Observations and discussions with teachers. Resources provided.</p>	<p>SLT SENCo</p>	<p>Ongoing-2020</p>	<p>As above.</p>
	<p>Pupils are able to join a club or go on a school trip irrespective of disability.</p>	<p>Offer opportunities for parent to attend journey/visit. LSA to support clubs where appropriate.</p>	<p>All pupils being able to access clubs and school journeys/visits.</p>	<p>Class teachers SENCo LSA</p>	<p>Ongoing-2020</p>	<p>All pupils given opportunity to go on visits, attend clubs.</p>

Improve and maintain access to the physical environment.	Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teacher SENCo	On-going 2020	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.
	Currently within EYFS there are steps with yellow warning stripes on. Ramp positioned into Nursery entrance.	To improve the access into the EYFS for all.	Repaint all yellow lines on steps to help with visibility.	Caretaker SLT Governors	On-going 2020	Improved access to EYFS for people in wheelchairs.
	Steps currently have yellow lines in playground to guide children.	To improve the visibility of yellow lines.	Repaint all yellow lines on playground to help with visibility.	Caretaker SLT	On-going 2020	Yellow lines visible on both playgrounds/buildings.
	Environmental access for visually impaired.	Triangles on glass doors	Walk about school and add where needed.	SENCo SLT	On-going 2020	Triangles visible on glass doors.
Improve the delivery of written information to pupils	Staff are aware of Widgit symbols and will have received training on using Communication in Print.	Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs.	Use Widgit symbols to label trays. Use visual timetables and calendars in all classrooms.	SENCo Class Teacher LSA	Sept 2017	Classroom environment to have resources in place.

	Staff are welcoming and happy to invite parents and visitors into school.	Improve communication at the front door.	Create pamphlets which are available at the front desk to direct parents and visitors to local support networks e.g.: child trust.	SENCo Lead Practitioners	Sept 2017	Pamphlets on display.
Feature	Description		Actions to be taken	Person responsible		Date to complete actions by
Number of storeys	One storey school, ramped access to both KS1/KS2 buildings leading to main entrances and playground.		Annual maintenance checks to occur.	Site manager		Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.		Corridors to be tidy and free from obstructions.	All staff		June 2017
Fire alarms	Currently auditory alarm in place.		Visual fire alarms installed.	Site manager SLT		On-going to 2020
Parking bays	One disabled parking bay in the staff car park.		Annual maintenance checks to occur.	Site manager		On-going to 2020
Toilets	2 disabled toilets with specialist equipment- one in each building. Regular maintenance organised.		Annual maintenance checks to occur.	Site manager SENCo Herts County Services		On-going annually 2020
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.		Annual maintenance checks to occur.	Site manager		On-going to 2020
Signage	Limited signage in school.		Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform	SENCo		On-going to 2020

		those with visual impairment and wheelchair users.		
Emergency escape routes	Labeled well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	On-going to 2020