

KING'S STANLEY C OF E PRIMARY SCHOOL



ACCESSIBILITY PLAN 2021-2024

King's Stanley C of E Primary School – Accessibility Plan 2021-2024

Introduction

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.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and celebrating the diverse needs that pupils can encounter. The school site is regularly monitored in line with pupil's physical needs so that their learning is not hindered or limited by accessibility. 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 Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Purpose of the 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

This plan shows how King's Stanley C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

The main school building is accessible via ramped areas and the Community area toilet has a changing area and shower. Years 3, 4, 5 and 6 are on lower and first floor levels and are accessible via a passenger lift. Pupils are not allowed to travel in the lift without adult supervision.

Methodology

The Accessibility Plan has been compiled by the Head Teacher, Deputy Head, SENDCo, Premises Governor and Assistant Site Manager. The plan has been considered by existing parents in our community of children with disabilities and adults associated with the school who have a disability. The plan will be made available online on the school website, and paper copies are available upon request.

Key Objectives

- To increase access for disabled pupils to the school curriculum (this includes teaching and learning) and the wider curriculum of the school such as participation in after-school clubs and school trips/visits)
- To make the school more accessible to disabled pupils (including and not restrictive to pupils with visual and physical difficulties), staff and parents, including those affected on a short-term basis – for example, if the use of crutches or a wheelchair is required for a fixed period.

Review and Evaluation

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary

Access to the physical environment

Target/Issue	Action Required	Timescale	Resources and Responsibility	Outcome
To ensure that any works completed on the premises reflects the needs of disabled users	Ensure Equality Act 2010 compliance throughout the premises	Ongoing where changes are being made on site	Head Teacher Senior Leadership Team Site Manager Premises Committee	All changes to the premises reflect the needs of disabled users
To ensure children who require additional in additional support to evacuate the premise has a clear plan and this is shared with all staff.	<p>Sharron Cook to produce Risk Assessments and Personal Evacuation Plans (PEEPS) for individual disabled pupils, staff or visitors</p> <p>To ensure parents, staff, visitors and governors can access key areas of the school e.g. those used for meetings, ask for feedback with regards to any problems with access to any areas of the school – ask for feedback from parents of children with disabilities and from</p>	Yearly in July ready for September start.	Head Teacher Site Manager Premises Committee	Individual plans will be in place for any disabled pupils and all necessary persons will be made aware of pupil's needs. Parents/staff/visitors/governors will continue to have full access to all areas of the school, using the lift where necessary. Pupils are not permitted to travel in the lift unless supervised by an adult

	parents with disabilities			
Everyone has access to the lift (children must be supported by an adult in the lift)	Site Manager, head teacher to ensure that the lift is in good working order throughout the year	Annual check	Site Manager	Lift is in working order at all times.
Everyone has access to school via the main reception area – especially for access during the school day when the side gates are locked	None – no issue has arisen so far	Any difficulties will be seen by office staff and can be addressed	Head Teacher	Access available to all through the main reception doors There are 2 disabled spaces in the car park. Blue badge holders are provided with parking permits for drop off and collection times
Inline with external guidance (for example guide dogs, or advisory teaching service) visual aids are placed in and around school (including Kingfishers).	Guidance sought and advice acted upon with visual aids displayed	As required	Site manager, SENDCO and head teaches	Visual aids are displayed and pupils with visual difficulties have equal access to equipment.

Access to the curriculum

Target/Issue	Action Required	Timescale	Resources and Responsibility	Outcome
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Ensure all persons are fully aware of disability issues	Review staff training as necessary Look to ensure that our curriculum is as 'inclusive' as possible. Carefully differentiated tasks should be planned for lessons and homework	Ongoing	SENCO Identified class teachers	Staff prepared and informed about how to best meet individual needs. All children engaged and included in learning
Ensure all areas are free of obstacles to aid pupils with visual difficulties to navigate classroom.	Clear school and classrooms of obstacles.	Ongoing	Head Teacher Class Teachers	Classrooms and main area if kept clear and pupils can navigate without support around classrooms.
Consider and carefully plan for transition for any pupils with SEND from Rec to KS1, KS1 to KS2 and KS2 to Secondary Schools	Clear plan that will show of any changes to classroom layouts required with adequate time being allowed for refurbishments to be made	Ongoing	SEND Identified Class Teachers	Transition points are managed smoothly with as little distress to the pupil as possible
Ensure that all pupils, including those with visual difficulties can access reading materials and work books	Enlarge books where necessary	Ongoing	SEND Class teacher	Pupils with visual difficulties can access reading material within class and at home.
Trips and Visits – all school trips (including Residential trips) need to be accessible to all pupils	Staff to plan trips/visits which will be accessible for their whole year group	Ongoing	Class Teachers SEND	Children with SEND are not excluded from activities

Access to Kingfishers/after school clubs	Ensure disabled pupils can take part in after school clubs and attend Kingfishers Out of School Club	Ongoing	Class Teachers SEND Kingfishers Staff	Children with SEND are able to join in school clubs if they wish and parents have the option to use Kingfishers
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Access to Information

Target/Issue	Action Required	Timescale	Resources and Responsibility	Outcome
Consider availability of and access to information to visually impaired stakeholders where necessary	Regular assessment of needs. Consideration of font/size/typeset of any school correspondence for stakeholders who need it to be changed	Ongoing	Office Staff	Visually impaired stakeholders have access to school correspondence
Visibility of information (including signage) on display in school	Regular assessment of needs.	Ongoing	Head Teacher Site Manager	Visually impaired stakeholders can access information displayed around the school

Signed

Date

Date to be reviewed