



Kingswood Parks
PRIMARY SCHOOL

Accessibility Plan

Date of last review: 09.2021

Date of next review: 09.2022

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 pupil can participate in the curriculum.

Improve the physical environment of the school to ensure all disabled pupils can take advantage of the education, opportunities and facilities provided at the school.

Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect and to ensure that all pupils are challenged and supported to achieve their full potential. This involves ensuring we provide access and opportunities for al pupils without any form of discrimination.

Legislation and guidance

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including The Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The 2019-2021 action plan will be appended to this document.

Action	Who	When	Intended outcome	Monitoring / Evaluation
<p>Management, coordination and implementation</p> <ul style="list-style-type: none"> • Implement SEND Code of Practice • SEND Policy in place • SEND Report presented annually to Governing body • SEND information available on website with link to local offer • Implement EHC Plans completed within statutory time frame • CPD to ensure staff are aware of their roles and responsibilities • Accessibility Plan written • Risk assessments are completed 	SENCO	<p>Jan 2021 July 2021</p> <p>September 2021 (all policies will be reviewed annually) Ongoing when required Termly dependant on needs identified</p> <p>Accessibility plan will be reviewed depending on need, at least annually.</p>	<p>Statutory compliance</p> <p>Staff understand and fulfil responsibilities and accountability</p> <p>Provision for children with SEND remains consistent and is responsive to changing SEND population and SEND needs</p> <p>During periods of school closure weekly completion of risk assessments for children with EHC plans.</p>	SENCO Reports

<p>Ensure up to date information in relation to SEND</p> <ul style="list-style-type: none"> • Register – including analysis of need • New One-page profiles for all children with SEN to ensure staff are aware of individual needs and requirements • Support plans written • Training needs and record • Resources • Clear lines of communication • Record of individual children’s needs is secure and accessible including: <ul style="list-style-type: none"> Names Needs Action to be taken in response to need • Provision map is updated regularly to ensure all children's needs are met. 	<p>SENCO</p>	<p>September 2020- termly basis Ongoing 6 week review cycle of plan, assess, do, review</p> <p>Ongoing – dependent on identified need Ongoing dependant on needs identified by staff and parents. Ongoing – updated when child is placed on the SEN register Termly, to accommodate change in needs</p>	<p>All records are easily and readily accessible but comply with data protection protocols</p> <p>New documentation in place and shared with parents</p> <p>Staff aware of needs of specific children</p> <p>Lines of communication clear in terms of what to do in case of emergency</p> <p>Provision map will be accurate and updated on a termly basis.</p>	<p>SENCO Report to GB</p>
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Action	Who	When	Intended outcome	Monitoring / Evaluation
<p>Maintain the physical environment so that it allows easy access to those with disabilities</p> <ul style="list-style-type: none"> • Termly Health and Safety report by SBM and H and S Governor • Ensure disaster and Fire Evacuation plans accommodate needs of those with disabilities • Both Lifts are regularly maintained and working order to ensure access to the first and second floor. • Staff trained on the use of evacuation chairs for a fire emergency. Staff have regular practise on using the chairs. • Disabled parking bays are kept clear • Disabled toilets and changing facilities available • Timetabled individual physiotherapy sessions for specific children. • Risk assessments completed for physical environments • Planned allocation of classrooms to support hearing impaired children • Evac chairs on all floors and in all stairwells. • Disability beds available in ground and first floor. 	<p>SBM SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>Admin staff / Site manager SENCo</p> <p>Principal</p>	<p>September 2020 ongoing – PEEPs plans written and updated Updated June 2019</p> <p>Admin staff check daily</p> <p>In place now – reviewed by site manager weekly Ongoing – until child leaves school</p> <p>July 2020 – reviewed annually after discussion and recommendations from IPASS. July 2021</p>	<p>Policies in place</p> <p>Environment safe and accessible</p> <p>Peeps plan in place for children that require one</p> <p>Defects in environment identified and addressed</p> <p>environment is usable and fit for purpose</p> <p>Physiotherapy is delivered in line with plans</p> <p>Allocated classrooms suitable for children with a hearing impairment.</p>	<p>Termly H and S Report to GB</p>

Action	Who	When	Intended outcome	Monitoring / Evaluation
<p>Develop transition procedures for pupils with specific needs:</p> <ul style="list-style-type: none"> • Face to face induction meeting with child and parent / carer of a child with SEN • Transition visits to other settings • Transition documents written and meetings in school between previous and new class teacher • Multi / Partner agency meetings and specialist support e.g. SENCO's from other settings, Early Years Area SENCO's • Bespoke and generic staff development • Transition meetings with future settings • Transition week • Transition books written for pupils. • Links with external agencies to support transition into school (e.g. IPASS) 	<p>SENCO Class teacher Principal</p> <p>SENCO Class teacher Class teachers</p> <p>Assistant Vice Principal All school staff</p>	<p>Ongoing – no later than the penultimate week of the summer term</p> <p>Ongoing – dependent on transition July prior to transition week Ongoing – dependent on transition</p> <p>Ongoing dependant in identified needs of child involve in transition. Spring and summer terms July</p>	<p>Children, parent / carers and staff aware of:</p> <ul style="list-style-type: none"> • Children's needs • Parents / carers needs • What school can offer • Expectations of school / staff • Key contact in school • Early transition in place for individuals • Vulnerable pupils have a good understanding of their new class and new staff 	<p>SENCO termly report</p>

Action	Who	When	Resources	Intended outcome	Monitoring / Evaluation
<p>Refine access to the curriculum for pupils with a disability</p> <ul style="list-style-type: none"> Resources are adapted to support visually impaired children Resources and equipment tailored to the needs of pupils who require support to access the curriculum e.g. Enlarged texts for visually impaired children, coloured overlays or coloured exercise books for children with visual distress. Environmental considerations for hearing impaired children. Training for staff on how to use radio aids. Curriculum progress is tracked for all children including those with a disability. School offers a differentiated curriculum for pupils Monitor attendance of extra-curricular clubs Monitor attendance of all groups of children including those with disabilities Ensure the needs and views of pupils with disabilities are represented on the school council Resources for home learning are differentiated and delivered regularly to children. Outreach services accessed to support children's individual needs ICT used for alternative recording methods 	<p>SENCo IPASS</p> <p>Class teachers JM</p> <p>SENCO</p>	<p>Spring 2020 Ongoing – provision updated daily</p> <p>Ongoing every term – during pupil progress and IEP meetings</p> <p>School council selected annually</p>		<p>progression and productivity in books</p> <p>text size in books supports visually impaired pupils</p> <p>Coloured paper is used to support children with visual stress.</p> <p>correct curriculum is in place following guidance and support</p> <p>tracking demonstrates good progress and planning considers individual needs</p> <p>accurate provision, resources, and accessibility</p> <p>attendance is monitored for all children</p> <p>After school clubs provide opportunities for children with SEN</p> <p>School council is diverse</p> <p>During periods of home learning resources are prepared to meet of individual children.</p> <p>Outreach teachers make regular visits to support specific children's needs.</p>	<p>HT Report to GB Termly SENCO report</p>

