

# **Keston Primary and Nursery School**



## **Accessibility Plan**

(Reviewed Autumn 2014)

## Accessibility Plan

Keston Primary School and Nursery are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Keston Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability areas, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

Curriculum

Equalities Policy and information

Health & Safety

Inclusion (Special Needs)

Behaviour

School Improvement Plan

Asset Management Plan

School Brochure and Mission Statement

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the School Improvement and the Building and Sites Committees of the Governors.

The school will work in partnership with the local education authority in developing and implementing this plan.

## **Outcomes of Previous Actions**

- Touch screen computers
- Enhanced exterior lighting
- Sign language support for hearing impaired parents
- On entry disability surveys completed
- Disabled parking space
- Links established with St Giles and Chipstead Valley physical disabilities unit

**ACCESS PLAN FOR KESTON PRIMARY SCHOOL  
2014 – 2017**

Objective	Strategy	Outcome	Timescale	Impact on Pupils
<b>Improving Access to the Curriculum</b>				
<p>Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties</p>	<p>Audit staff's current skills, training and experience – decide on whether to augment these through training or employment of a specialist with these skills and experience</p>	<p>Staff who are secure in their 'diagnosis' of learning difficulties and abilities and able to develop and advise upon teaching strategies to enable the pupils with SEND to access more of the curriculum</p>	<p>On going subject to funding</p>	<p>Pupils are more able to access the curriculum regardless of their Learning Difficulties &amp; Disabilities</p>
<p>We endeavour to ensure that all pupils have access to music, drama, PE, extra-curricular activities at school and school visits and journeys</p>	<p>Ensure all reasonable step can be taken to include all pupils in all activities.</p> <p>Provide alternative physical activities to enable all pupils to participate in some physical/extra-curricular activity</p> <p>Link with Chipstead Valley Primary and ST Giles Special School to enhance provision where appropriate</p>	<p>Staff have the knowledge and understanding and support to provide alternative physical activities</p> <p>Reasonable adjustment have been made to ensure children are able to participate in curricular and extra-curricular activities</p>	<p>On going</p>	<p>All present and potential pupils will be able to participate fully in all curricular and extra-curricular activities, while being safe and suitable supported.</p>

Objective	Strategy	Outcome	Timescale	Impact on Pupils
<p>Most lessons provide opportunities for all pupils to achieve, are responsive to pupil diversity and involve pupils working in a range of groupings (individuals, whole class)</p>	<p>Target classroom organisation and extend range of teaching approaches used by staff.</p> <p>Use of TA support to be targeted and monitored</p> <p>Set up opportunities for teaching staff and T.A.s to observe each other. Feedback from observations to be shared between teaching staff and T.A.s and collate over time into reference resource.</p> <p>Develop programme to ensure that outcomes of support offered to individual/groups of children are monitored and adjusted as necessary</p>	<p>Improved confidence and competence of all staff to take responsibility for all earners</p>		<p>. All children feel included and achieve increased levels of success (assessment)</p>
<p>To ensure all pupils are able to access computing opportunities</p>	<p>Extend touch screen computers into early years provision</p>	<p>Touch screen computers available in the computing room and also in early years classrooms</p>	<p>By Autumn 2015</p>	<p>Children with fine motor skill difficulties are able to access computer programmes</p>

Objective	Strategy	Outcome	Timescale	Impact on Pupils
<b>Improving Delivery of Information</b>				
<p>Develop a variety of formats to communicate information to make it accessible to all pupils e.g. audio, Braille, visual timetables</p>	<p>Developing staff awareness on a range of communication methods available e.g. reading aloud, scribing</p> <p>Identifying pupil peer support mechanisms</p> <p>relevant bodies such as Communications Service/Literacy Support Centre for converting relevant information into alternate e formats as needed (e.g. ICT). Provide all pupils within the class of disabled pupil with work on the preferred format (e.g. enlarged text, double line spacing, cream/coloured paper)</p> <p>INSET for all staff from relevant outside agencies if appropriate</p>	<p>All staff will be aware of range of communication methods available and will have confidence to use as appropriate</p>		<p>All pupils able to access information resources on an equal basis.</p>

Objective	Strategy	Outcome	Timescale	Impact on Pupils
<b>Developing access to the physical environment of the school</b>				
<p>To create access plans for individual disabled pupils as part of the Additional Support Plan or Health Care Plan process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through on entry survey find out the access needs of parents/carers</p> <p>Consider access needs during recruitment process</p>	<p>On entry survey for all new stakeholders – to include needs to parents/carers as well as pupils</p> <p>Parents and carers are made aware of the disabled space and rear entry to the school</p> <p>Make adjustments as school improvement occur to ensure needs of all stakeholders are met</p>	<p>Staff are aware of needs of all pupils, parents and carers who may require access to the school site</p>	<p>On – going</p>	<p>Pupils are able to access all areas of the school site</p>