

Keston Primary and Nursery School



Accessibility Plan

(Reviewed Autumn 2019)

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 are 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 PACE Academy Trust in developing and implementing this plan.

ACCESS PLAN FOR KESTON PRIMARY SCHOOL
2019 – 2022

Objective	Actions/Tasks	Success Criteria	Monitoring/Evaluation	Timescale	Who
Improving Access to the Curriculum					
To ensure all areas of the curriculum are accessible to all children, regardless of their disability. In cases where a planned activity is not suitable an alternative will be offered.	Class Teacher will plan to overcome any barriers to learning.	Children will have access to adapted learning opportunities.	<ul style="list-style-type: none"> • Monitoring through • Progress meetings and data analysis meetings. • Class Teacher • SENCO • Leadership Team 	Ongoing based on need within class.	<ul style="list-style-type: none"> • Class Teacher
Staff are confident in effectively supporting children with a range of SEND Needs.	Identify Training needs and gaps for staff. Feedback from learning walks.	Staff have a range of skills and strategies for supporting children with SEND. Children are effectively supported through the use of a range of strategies.	<ul style="list-style-type: none"> • SENCO • Class Teacher 	On going.	<ul style="list-style-type: none"> • SENCO • Teaching Assistants • Class Teacher
Be aware of new pupils and parents with disabilities.	Consider special requirements of each pupil and parent and plan solutions.	Remove initial and ongoing difficulties to learning and participation.	<ul style="list-style-type: none"> • SENCO • Senior Leadership Team • Admin staff 	On going	<ul style="list-style-type: none"> • Class Teacher • SENCO • Admin Staff
Review and enhance the use of SEN Specific resources and ICT to promote greater learning.	Evaluate current resources & ICT Aids. Consider further resources and technologies available which may assist.	Better access to learning promoted by enhanced resources and ICT provision.	<ul style="list-style-type: none"> • SENCO • ICT Leader • Class Teacher • Teaching Assistants 	Ongoing based on need.	<ul style="list-style-type: none"> • Class Teacher • SENCO

Objective	Actions/Tasks	Success Criteria	Monitoring/Evaluation	Timescale	Who
Educational visits to be accessible to all with reasonable adjustments being made to ensure inclusion for all.	An educational visit to be evaluated and current needs within the year group to be considered when planning visits. Pre-visits to be made if the visit is new to ensure provision is appropriate.	Visits will be accessible for all, risk assessments shows alternations and considerations.	<ul style="list-style-type: none"> • Class Teacher • EVC 	On going	<ul style="list-style-type: none"> • Class Teacher • Senior Leadership Team • EVC
Classrooms and learning spaces are organised to enable children with a disability to access the environment.	Evaluate organisation of classroom prior to the class moving into the space, ensure needs are known and considered when organising the room. If needs change classroom layout reflects this.	Children with disabilities will be able to access the learning environments and resources.	<ul style="list-style-type: none"> • Senior Leadership Team • SENCO • Class Teacher 	On going	<ul style="list-style-type: none"> • Class Teacher • SLT
To improve children's awareness of disabilities.	PSHE Curriculum and assemblies to raise awareness of disabilities. Disability equality issues are incorporated into the curriculum.	Children have a greater understanding of disabilities and how they can impact of individuals.	<ul style="list-style-type: none"> • Senior Leadership Team • Class Teachers • PSHE Lead 	On going	<ul style="list-style-type: none"> • Senior Leadership Team • Class Teachers • PSHE Lead
Improving Delivery of Information to disabled children, parents and carers					
Consider type and method of communication with parents to ensure no	Review current means of communications.	Consider type and method of communication with parents to ensure no	<ul style="list-style-type: none"> • Senior leadership team • SENCO • Staff 	On going	<ul style="list-style-type: none"> • Senior Leadership Team • Class Teacher

Objective	Actions/Tasks	Success Criteria	Monitoring/Evaluation	Timescale	Who
difficulties are experienced in communication.		difficulties are experienced in communication.			<ul style="list-style-type: none"> Admin Team
Disabled children are appropriately accessing communication inside and outside of the classroom.	Review of support in place for children with additional SEN.	Strategies and provision in place will be the most appropriate to support the children's individual needs.	<ul style="list-style-type: none"> Class Teacher SENCO 	Ongoing	<ul style="list-style-type: none"> SENCO Class Teachers Teaching Assistants
Providing equality of opportunity for staff.	Monitor data in relation to recruitment, retention and professional development. Encourage disclosure of disability.	Current of future employees with disabilities are supported in line with the 2010 Equality Act.	<ul style="list-style-type: none"> Executive Headteacher Head of School 	Ongoing	<ul style="list-style-type: none"> Executive Headteacher Head of School
Developing access to the physical environment of the school					
Accessibility to the school will be maintained for wheelchair users.	The pathways and corridors will be kept free of clutter / furniture.	Paths will be accessible.	<ul style="list-style-type: none"> Leadership Team Class Teachers Site Manager 	Daily	<ul style="list-style-type: none"> Senior Leadership Team Site Manager
Ensure disabled toilets are accessible and in good working condition.	Half Termly check.	Disabled toilets are accessible and in good working order for disabled users.	<ul style="list-style-type: none"> Site Manager Senior Leadership Team 	Half Termly	<ul style="list-style-type: none"> Senior Leadership Team Site Manager