



Accessibility plan

Kenmore Park Junior School

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Contents

| | |
|------------------------------------|---|
| 1. Aims..... | 1 |
| 2. Legislation and guidance | 2 |
| 3. Action plan | 3 |
| 4. Monitoring arrangements | 5 |
| 5. Links with other policies | 5 |

1. 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 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

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.

We believe our vision – “Education is a gift, ours to give without exception” is an apt reminder that high quality education is available to all, irrespective of protected characteristics, ability or disability.

The plan will be made available online on the school website, and paper copies are available upon request.

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 school supports any available partnerships to develop and implement the plan.

We will work with governors, the LA and any outside partner agency to ensure we meet and exceed our obligations under this act.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|--|---|---|---|---|
| Increase access to the curriculum for pupils with a disability | <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Additional resources are evaluated for their usefulness in meeting the needs of pupils with</i></p> | <p>IPC embedded alongside core subjects.</p> <p>Comprehensive tracking of attainment and progress.</p> <p>For example, evac chairs</p> | <p>IPC coordinator reviews Provision. SENDCo adds additional guidance.</p> <p>Ensure tracking meets the requirements of ofsted lines of enquiry and LA model guidance.</p> <p>Training for appropriate staff in safe use of</p> | <p>IPC Coord/SENDCo</p> <p>Deputy</p> <p>Head teacher</p> | <p>Ongoing.</p> <p>Termly, ongoing.</p> <p>Annual</p> | <p>A curriculum that meets the needs of pupils measured by, e.g. external reviews, parent and pupil surveys.</p> <p>Tracking is used to guide interventions and to direct resources.</p> <p>E.g. Evacuation procedures meet LA and Fire service</p> |

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| | <i>disability or medical conditions.</i> | | specialist equipment. | | | guidance. |
| Improve and maintain access to the physical environment | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> | <p>New Build 2016 meets regulations relating to access, ramps, parking spaces, disable toilet facilities.</p> <p>School facilities are accessible; however, the school is unable to accommodate wheelchair users. This has been reported to the LA and a request to have a lift</p> | <p>Within the confines of being a first floor school without a lift, we will make all reasonable adjustments to accommodate disabled pupils.</p> | Head teacher | Ongoing | That new equipment and resources are compliant with regulations. |
| Improve the delivery of information to pupils with a disability | <p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> | <p>The school is able to meet the needs of Visually impaired, hearing impaired and disable pupils not in a wheelchair through specialist input from the LA – e.g. SALT, Physios, VI team. This will continue and match pupil need.</p> | <p>Check services available for widening need – e.g. CAMHS, specialist charities, and external agencies such as Forward.</p> | SENDCo | As the need arises and forward planning when a disability is made known to us. | <p>That a pupil's additional need has been pre-empted and a forward plan in place put in place before he/she starts.</p> <p>SENDCo meets with infant staff before pupil starts.</p> |

4. Monitoring arrangements

This document will be reviewed every 4 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governors

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy.