



Kings Avenue Primary School Accessibility Plan 2021 -2024

Agreed by Governing Body: November 2021

Due for review: November 2024

Signed:
(Chair of Governors)

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act, and required schools to put in place an Accessibility Plan. 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”.

The Accessibility Plan must be reviewed every three years and approved by the Governing Body and should form part of the School Development Plan. School Governors are also accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The document will be used to advise other school planning documents and policies and will be reported to the Head of School and Executive Head teacher annually in respect of progress and outcomes by the School Business Manager and Premises Officer.

The Aims of the Accessibility Plan

Kings Avenue School is committed to providing an environment that enables full curriculum access that values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Kings Avenue School Accessibility Plan shows how access is improved for disabled children, staff and visitors to the school and the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to;

- Increase access to the curriculum for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as equally prepared for life as are able-bodied children. This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these children in accessing the curriculum within a reasonable timeframe.
- Improve and maintain 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 within a reasonable timeframe.
- Improve the delivery of written information to children, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour and Disciplinary Policy
- Equality Policy
- Health & Safety Policy
- School Improvement Plan
- First Aid Policy
- Inclusion Policy
- Schools Gender Policy
- Disability Equality Scheme

Access Audit

At Kings Avenue we have one main access to the main site through a magnetic gate.

Nursery, Reception

This area is accessible via the KS1 playground through a metal gate. All classrooms are accessible; however, each door frame has a low level threshold.

Year 1 to Year 5

This area is accessible via the KS2 playground through a metal gate. All classrooms are accessible; however, each door frame has a low level threshold.

Year 6

This area is accessible via the main entrance to the school building. There is a lift to the first floor and classrooms are accessible

Disabled Toilets

There are disabled toilets all around the building all fitted with handrails and emergency cords.

Parking

Onsite parking spaces are available on request and access to the building would be through the back door or the staff room entrance.

Current good practice

At Kings Avenue we ask about disability or health condition in early communications with new parents and carers through the nursery, reception or “in year” enrolment process. When children have identified needs a member of the SENCO team makes a home visit to assess children’s needs before they start at the school. Where needs are identified we also contact nurseries or previous schools to ensure a successful transition. Where children have complex needs these are recorded by the SENCO and an Individual Education Plan (IEP) is developed with parents/carers and regularly reviewed.

Physical Environment

Children with physical disabilities participate in extracurricular activities and efforts are made to ensure that all children are included, despite the fact that some aspects of extracurricular activities present particular challenges, for example, lunch and break times for children with social/interaction impairments, after school clubs for pupils with physical impairments, and school visits for children with medical needs.

Curriculum

IEP's and differentiation are used to ensure that all children can access the curriculum appropriately. There are areas of the curriculum which present particular challenges for disabled children, for example PE for children with a physical impairment. The school works with a wide range of external agencies to ensure that the children get the support they need to access areas of the curriculum. Other issues may affect the participation of disabled children, for example, bullying, peer relationships, policies on the administration of medicines, the provision of personal care. These areas are monitored and subject to equality impact assessment to ensure the school takes a proactive approach to addressing these issues.

Action Plan

Targets	Strategies	Timescale	Responsibilities	Outcomes
To liaise with Nursery providers to review potential intake annually in September or other schools for "in year" admissions	To identify children who may need support additional to or different from provision for each new September intake	Sept each year	Executive Head Teacher Head of School SENCO Early Year Teacher	To ensure procedures, equipment and ideas are set in place for September.
To establish close liaison with outside agencies for children with ongoing health needs e.g. children with severe asthma, epilepsy or mobility issues	To ensure collaboration between all key personnel	Ongoing	Executive Head Teacher Had of School SENCO Teacher TA's Outside Agencies	Clear collaborative working approach enabling needs to be met where possible
To ensure full access to the curriculum for all children	A differentiated curriculum with alternatives offered A range of support staff including trained Learning Support Assistants Multimedia activities to support most curriculum areas Use of interactive ICT equipment Specific equipment sourced from Occupational therapy	Ongoing	Executive Head Teacher Head of School SENCO Teacher TA's & LSA Outside Agencies	Variety of learning styles and multisensory activities evident in planning and in the classrooms ensures the needs of the children are met.
Improve physical environment of the school to ensure all children with a disability are able to be involved	The school has taken into account the needs of children, staff and visitors with physical difficulties and sensory impairments by use	Ongoing	Whole School Approach	This enables the needs to be met where possible and ensuring that no one is discriminated against and all are encouraged to be involved.

	<p>of lighting and colour schemes, accessible facilities and fittings.</p> <p>By ensuring walkways and corridors are as clear as possible and ensuring wheelchair access is clear.</p>			
<p>To enable improved access to written information for all children, parents and visitors</p>	<p>Use of symbol software learning / reading to support children.</p> <p>Raising font size and page layouts where necessary</p> <p>Signage around school to show accessibility</p>	<p>Ongoing</p>	<p>Executive Head Teacher Head of School SENCO Teacher</p>	<p>Effective communication of information about disabilities throughout the school.</p>