


# Kings' Forest Primary School

<b>Policy</b>	<b>Accessibility Plan</b>
<b>Author/Person Responsible</b>	<b><i>R Newman – Executive Headteacher</i></b>
<b>Date of Ratification</b>	<b><i>November 22</i></b>
<b>Review Group</b>	<b><i>Finance, Buildings &amp; HR Committee</i></b>
<b>Ratification Group</b>	<b><i>FGB</i></b>
<b>Review Frequency</b>	<b><i>3 year</i></b>
<b>Review Date</b>	<b><i>November 25</i></b>
<b>Previous Review Amendments/Notes</b>	
<b>Related Policies</b>	<b><i>Health &amp; Safety, Equality &amp; Diversity, SEN</i></b>
<b>Chair of Governors Signature</b>	

Kings' Forest Primary School is committed to providing an environment that enables full curriculum access that 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 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.

We are committed to provide a happy, secure and stimulating learning environment that is accessible to all, where children are motivated to learn, are valued as individuals and are enriched by an experience that enables them to thrive in tomorrow's world

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Governing Body and teaching staff endeavour to ensure that the necessary provision is made for any pupil who has special educational needs and that any identified needs will be made known to all who support them, including parents and carers..

The Kings' Forest Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

## **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools.

The plan must be reviewed every three years and approved by the Governing Body.

## Key Aims

To increase and eventually ensure for pupils/students/parents/visitors with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

## Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## Financial Planning and control

The Executive headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils 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 pupils, 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.

The Kings' Forest Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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 Management Policy
- Curriculum Policy
- Emergency plan
- Health and Safety and Security Policy
- School Development Plan
- Special Education Needs Policy

The Accessibility Plan for physical accessibility relates to the **Access Audit of the School**, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development

of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through FGB with the Health & Safety governor

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

## Accessibility Plan 2022 - 2025

Targets	Strategies	Outcome	Time Frame	Cost	Goals achieved
School policies do not have discriminatory phrases, procedures or practices	Using the Staff and Governor's expertise to ensure that policies are free of discrimination in terms of phrases, procedures and practices; policies reviewed on a rolling programme	Systematically ensure policies are protective of key characteristics	Ongoing	None	Written information and school policies are free of disability discrimination in terms of policies, phrases and practices
Raise awareness amongst staff of the restrictions and capacities of disabled students (including differentiation within the curriculum). Ensure that when teachers and support staff are working directly with specific disabilities they have access to appropriate	Staff training to continue to present expert advice and information through planned CPD programme. Staff provided with training as necessary to support individuals children with specific disabilities	Ongoing programme	Ongoing		Staff aware of disabilities of children they are working with and how they should work with them.

training/materials and information					
Clear, straight forward and simple communication with parents and community. Staff to be aware of parents who have English as an additional language or who have literacy problems.	Information presented in variety of easy to access ways e.g. displayed in window or on boards outside the lower classrooms. Correspondence on display cabinet in Reception area. Communication sent via email, paper copies if appropriate and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced & parents sessions run for key areas e.g. phonics, new assessment. Admin & teaching staff aware of individual who may need information explaining directly or personally.	Ongoing	Ongoing	N/A	Full access for all
Review documentation on website to check accessibility for parents with English	Website translator	Access for all who have EAL	As and when required		Access for all who have EAL

as an additional language					
More flexible / easier communication between home and school.	Information management system allows parents to communicate with the school via an 'app' and also to book their children into breakfast club and after school club	Accessibility for all	New system implemented Jan 22		Parents can pre book clubs to fit in with their working life
Emergency procedures are thought through from a disabled perspective and that all persons affected are properly informed/trained	Procedures are reviewed annually or on admission of a disabled pupil/parent/member of staff or visitor	Safety procedures are disability 'friendly'	Ongoing		All appropriate persons properly informed of appropriate safety procedures
The accessibility measures are not compromised	Accessibility is considered when any work is undertaken to the grounds or the building	School continues to be accessible to all and accessibility is never compromised	On-going		Access for all
Wheelchair access to main school building	Enable wheelchair users to access playground and field independently	Disabled 'press' button on front door. Fob to be used on all other	Within the life of this plan		Ease of access around the school site



		doors to enable access			
Disabled parking	1 space provided as part of school build. No plans to increase space	N/A	N/A	None	
Disabled toilet	Located on ground and upper floor as part of school build	N/A	N/A	None	
Changing and shower facilities	In place on lower floor as part of school build		None	none	