**Every Child Matters Academy Trust**

**Accessibility Plan 2021-2024**

*The terms Trust and School (and levels within e.g. governors and trustees) are interchangeable and apply to all schools within the Trust*

## Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 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”. According to the Equality Act 2010 a person has a disability if:

1. He or she has a physical or mental impairment, and
2. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The Accessability Plan will be monitored by the Headteacher and evaluated by the Finance Committee. The current Plan will be appended to this document.

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

## Aims:

Our Aims are:

* + Increase access to the curriculum for pupils with a disability, medical condition or other access needs
	+ To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
	+ Improve the delivery of information to pupils, staff, parents/carers and other members of the school community
1. The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and the PFI Contractor, ENGIE, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority’s PFI/BSF Contract Manager will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governing Body’s Finance Committee. The school will work in partnership with the Local Authority and ENGIE in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

1. We are 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
2. Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

### The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

* + Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, sports events, 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 (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
	+ 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;
	+ Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to 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.
1. 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.
2. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
	* Health & Safety Policy
	* Special Educational Needs Policy
	* Supporting Children with Medical Conditions and Administration of Medicines Policy
	* Educational Visits Policy
3. 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.
4. 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.

## Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

### Physical Environment

### The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

### Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. The SENCo provides additional support for pupils and supports teachers in implementing strategies for improving pupils’ access to learning.

The school works closely with specialist services including:

* + Educational Psychology service
	+ Integrated Inclusion Services
	+ Occupational Therapists and physiotherapists
	+ Speech and Language Therapy

### Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

## Access Audit

**THE PHYSICAL ENVIRONMENT OF THE SCHOOL AND ACCESS**

The physical environment includes steps, kerbs, paving, toilets and washing facilities, building exits and entrances and parking areas.

**WHEELCHAIR ACCESS**

Kexborough Primary School is situated on a level site and is a single storey building. Access to all classrooms in the main block is also level, however access to the KS1 classroom is by ramp. This allows for wheelchair access to all classrooms.

**TOILET AND WASHING FACILITIES**

There are two toilets with disabled access in the main building. The toilets in the Reception and KS1 classrooms have had grab rails fitted for disabled pupils.

### The school has internal emergency signage and escape routes are clearly marked. PEEPS are written and in place for children and adults with Special Educational Needs and Disabilities.

## Management, coordination and implementation and review

* + We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
	+ The Governors and Senior Leadership Team work closely with the Local Authority.
	+ We work closely with parents to consider their children’s needs.

### Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils’ needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

Approved by the Finance Committee on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CEO\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Action Plan

**Kexborough Primary School – Appendix 1 Access Improvement Plan**

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| **PRIORTY** | **LEAD** | **STRATEGY/ACTION** | **Resources** | **Time** | **Success Criteria** |
| Availability of Written material in alternative formats | HT/DH | Staff aware of services available through LA. Disabled people aware of activities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect. | Contact details and allocated budget for adaptations | In place and ongoing | Information to disabled pupils / parents as appropriate. Written information available in alternative formats if required. Take-up of information leaflets by parents. |
| To finely review attainment of all SEN pupils.  | HT/SENCO/Teaching staff | SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents  | Termly Meetings | Class teachers SENCO  | Progress made towards targets Provision mapping shows clear steps and progress made  |
| To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues. | HT/SENCO | To ensure collaboration between all key personnel | Allocated time to meet with outside agencies | In Place and Ongoing | Clear collaborative working approach  |
| Training for teachers on differentiating the curriculum and effective communication with parents. | HT/DH/SENCO | Staff training and meetings with parents of SEN pupils | Training time TA time allocated | In place and ongoing | Increased access to the curriculumNeeds of all learners metParents fully informed |
| Appropriate use of specialised equipment to benefit information pupils and staff | HT/DH/SENCO | Identify specialised equipment for each individual child/staff member | Budget allocation | In place and ongoing | Increased access to the curriculumNeeds of all learners metParents fully informed |
| Appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments | HT/DH/SENCO/ SBM | Follow advice on contrasting colours and re-decorate as necessary. TO review and update following discussion with parents and pupils as necessary. | Budget allocation | In place and ongoing | Physical accessibility of school increased. Steps and handrails safer for pupils/adults with visual impairments. Areas maintained on a regular basis |
| Provision of wheelchair accessible toilets with changing facilities | HT/SBM | Maintain a wheel chair accessible toilet in each building at school | Budget allocation | In place and ongoing | Physical accessibility of school increased. Wheelchair accessible toilet and changing facilities available in both parts of school. |
| Fit grab rails where necessary to aid movement around school | HT/SBM | Maintain grab rails around school site in appropriate locations. | Budget allocation | In Place and ongoing | Accessibility of school and play areas increased. Physically impaired pupils able to access all areas. |
| Access into school and reception to be fully compliant | HT/SBM | Designated disabled parking. Clear route through school for disabled people allowing access to all areas. | Budget allocation | In place and ongoing | Physical accessibility of school increased. Buildings are fully accessible. |
| Improve the quality of provision for children with specific special needs | HT/SBM/SENCO | Provide specialist equipment and specific learning spaces where children can receive supervision appropriate to their needs | Budget allocationAllocated TA time | In place and ongoing | The school experience enhanced for children with specific special needs. |
| Maintain safe access around exterior of school | HT/SBM | Ensure pathways are kept clear of vegetation and debris.  | Included in grounds maintenance contract | Ongoing | Disabled people to move unhindered along exterior pathways |
| Improvements to help with hearing loss | HT/SBM | Hearing equipment used and HIU checks regularly | Budget allocation | In place and ongoing | Communication improved |