



Kippax Ash Tree Primary School

Accessibility Plan (2020-2023)

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability 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 carry out normal day to day activities.”

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long term’ means ‘has lasted or is likely to last more than 12 months.’

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, physical disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), and medical conditions including diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - 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 and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

d) **Financial planning and control**

The Headteacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Development Plan.

Action Plan

Our planning addresses the following areas:

- Physical environment** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- School curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- Support services** – access to services within and external to the school to support families where a disability is identified
- Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- Staff training and development plan
- Building and site development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies
- Governor training plan

Appendix 1

Date of Plan : January 2020.

Date of Review : January 2023

Member of staff responsible: Headteacher

Governors & Committees responsible: Chairman of Governors, with the Vice Chairman of Governors, the Senior Management Team, and the Chairmen of: Buildings Committee, Curriculum Committee, Finance Committee, Personnel Committee, and Publicity Committee

The following were consulted on the plan:

- Governors date:
- Teaching Staff date:
- Support Staff date:
- Parent/Carers/pupils date:.....

The plan was approved by the governing body on:

Physical Environment

Process for identifying barriers

- Feedback from users of school (staff, pupils, governors, parents/carers and visitors)
- Support plan/ EHCP reviews for pupils with SEND
- Governor visits and consultation
- Consultation with site manager and PFI

Objectives for improvement 2020-23

- Ensure all areas of the playground including staging and gazebos are accessible to all pupils
- Ensure corridors are free from obstruction
- Provide suitable seating and tables for individual needs

Monitoring of plans

- Plan to be monitored by Head teacher Inclusion manager and school staff
- Premises health and safety committees
- Governors

Summary of progress

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School Curriculum

Process for identifying barriers

- Monitoring of class teaching and impact on progress (data)
- Support plan/ EHCP reviews for pupils with SEND
- Feedback from parents and external agencies
- Governor visits

Objectives for improvement 2020-23

- Ensure all extra-curricular activities are accessible to all children
- Develop staff awareness of Dyslexia and how to ensure all teaching and classroom environments are dyslexia friendly
- Ensure all classrooms have updated visual timetables
- Ensure all homework is accessible to all children

<p>Monitoring of plans</p> <ul style="list-style-type: none"> • Plan to be monitored by Head teacher Inclusion manager and school staff • Governors
<p>Summary of progress</p> <ul style="list-style-type: none"> • .
<p>Support Services</p>
<p>Process for identifying barriers</p> <ul style="list-style-type: none"> • Response to changes at local and national level • Monitoring of class teaching and impact on progress (data) • Outcomes of support plan/ EHCP reviews for pupils with SEND • Feedback from parents and external agencies • Governor visits
<p>Objectives for improvement 2020-23</p> <ul style="list-style-type: none"> • Increase parent awareness of the services which can be accessed through school e.g occupational therapy, speech therapy etc.
<p>Monitoring of plans</p> <ul style="list-style-type: none"> • Plan to be monitored by Head teacher Inclusion manager and school staff • Governors
<p>Summary of progress</p> <ul style="list-style-type: none"> •

<p>Communication</p>
<p>Process for identifying barriers</p> <ul style="list-style-type: none"> • Feedback from pupils, parents and staff • Impact of communication on parent and pupil participation in all aspects of school • Feedback from external agencies
<p>Objectives for improvement 2013-16</p> <ul style="list-style-type: none"> • Ensure the school website is updated and information is easily accessible

- Increase communication using class dojo
- Develop a resource bank of useful website for parents of children with SEND

Monitoring of plans

- Plan to be monitored by Head teacher Inclusion manager and school staff
- Governors

Summary of progress

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Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
Academic Year 2019-20							
Physical Environment	Ensure all areas of the playground continue to be accessible for all pupils (including staging and gazebos)	Inclusion of all pupils and to promote social interaction and independence	BF/AC/ Site team/ Gov	Termly	No cost	Positive feedback from all pupils. All are able to access all areas.	Termly
Physical environment (child views)	Ensure corridors are free from obstruction.	Children with mobility/vision issues are able to move safely around school.	BF/ Gov All staff	Termly	No cost	Corridors free of furniture and not used for storage.	Termly
Physical environment	Provide suitable equipment for toileting adapted to individual needs.	Respond to individual needs, promote independence and follow advice from Occupational Therapy.	LS/ Support staff	When needed	Variable	Individual needs met	Termly
Physical environment	Provide suitable seating and tables for individual needs (specialist seating/raise and fall tables)	Inclusion of all pupils and to provide the best environment for learning.	LS/ Support staff	When needed	Variable	Individual needs met	Termly

School Curriculum	All extra-curricular activities are accessible to all children	Inclusion of all.	LS/ HS All staff	Termly	No cost (unless additional resources/staff are needed)	All children are able to attend clubs and attendance is reflective of the children on role.	Attendance registers - termly
School curriculum	Ensure all classrooms have updated visual timetables.	Reduce anxiety/improve behaviour and involve pupils in the organisation of the day. Pupil feedback has indicated that children like to know what will be happening and when.	All staff	Spring 2020	Printing costs	All classrooms have a permanent visual timetable on display-updated.	Learning walks. Pupil conversations.
School curriculum	Ensure all homework is accessible to all children	Children are able to complete homework with some independence and less anxiety	All staff	Summer 2020	No cost	All children completing homework appropriate to their learning needs	Feedback from parents at review meetings
Support services	Increase parent awareness of the services which can be accessed through school e.g occupational therapy, speech therapy etc	Parents are more aware of the services they can access and the support they can get from outside agencies,	LS	Spring 2020-on-going	No cost	Parents know about the services they can access through school	Feedback in reviews with parents
Communication	Ensure the school website is updated and information is easily accessible.	To improve communication with families.	All staff + technical support	Half termly	No cost	Improved communication	Half termly Parental/carer feedback

Communication	Increase communication using 'Class Dojo'	To improve communication with families.	Admin team Teaching Staff SLT	On-going	No cost	Improved communication	Termly Parent/carer feedback
Communication	Develop a resource bank of useful website for parents of children with SEND	To support families with children who have SEN and make them aware of the services available	LS technical support	Summer 2020	No cost	Families more aware of services available	Reviews with parents

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
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School Curriculum	To develop new staff awareness of Dyslexia and re-fresh training for others on how to ensure all teaching and classroom environments are dyslexia friendly.	Enhance existing provision to ensure quality provision for those with dyslexia/specific learning difficulties. To communicate a consistent approach to parents.	All staff	Autumn 2020	Cost unknown at present	All teaching staff to attend a training session on Dyslexia awareness and be familiar with the guideline published by Leeds LA.	SLT through observations/learning walks/book scrutiny etc.
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Date:

Headteacher:

Date:

Chair of governors: