

# King Edward Primary and Nursery School



## Accessibility plan

**Reviewed: February 2023**

**Next Review: April 2026**

Approving body	Strategic governors
Date approved	Feb 2023
Supersedes	April 2020
Consultation undertaken	✓
Complies with Equality Act	✓
Supporting policies	Health and safety policy, Equality information and objectives (public sector equality duty) Special educational needs (SEN) policy, Supporting pupils with medical conditions policy
Review date	April 2026
Lead person	Sue Bridges Amy Binks
Signed	



# KING EDWARD PRIMARY SCHOOL AND NURSERY

## Accessibility plan



King Edward Primary School and Nursery wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn.

### **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 aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

We are committed to providing an environment that enables full curriculum access and values 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 regarding disability and to developing a culture of inclusion, support and awareness within the school.

Our aims are:

- to create an environment to enable each child to develop their full potential by providing reasonable adjustments.
- to aim to provide identification and assessment of children with special educational needs;
- to value their strengths;
- to promote success and positive outcomes in the wider areas of personal and social development whilst setting ambitious and aspirational targets
- to identify the roles and responsibilities of all concerned in providing for children's special educational needs making clear the expectations of all partners in process;
- to enable all children to have full access to all elements of the school curriculum wherever possible.
- to provide high quality teaching that is differentiated and personalised to meet the individual needs of children and young people.

Objectives

- Identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeder schools or early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by the Senior Leadership Team (SLT), Inclusion Team, class teachers and support staff which will help to ensure that each child is able to reach their full potential through aspirational target setting and high expectations.

- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information three times yearly on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular opportunities for discussions between pupils and their teacher, support staff or Inclusion Team because pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life as a whole e.g. Assessment for Learning (AFL), pupil forums, pupil questionnaires, target setting and reviews ie EHC, EHAF, Multi Agency Meetings (MAM).

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

### **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.



Aim	Current good practice	Actions to be taken	Date	Lead staff	Success criteria
Pupils with medical needs are fully supported	Staff are trained in the administration of medicines. Care plans are in place for changing requirements	Provide training in the use of the Epi-Pen, insulin and in administering of other medicines as appropriate. Update administering medicines policy	Spring 2023	SENDCo	All staff receive the training identified and feel confident in the administration of medicines including epi-pen's, and insulin.
To increase access to the curriculum for pupils with a disability	Our school offers a full curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum including specialist equipment and resources as appropriate. Curriculum resources include examples of people with disabilities as a positive role model. Curriculum progress is tracked for all pupils, including those with a disability. The curriculum is reviewed to ensure it meets the needs of all pupils.	Deliver CPD for the staff team to curriculum access, depending on the needs of the staff and pupils. Seek additional guidance from specialist agencies (PDSS, SFSS) in order to arrange curriculum for maximum benefit to the relevant pupils	Ongoing	Senior leaders	Staff have an increased confidence in strategies for scaffolding learning and increased pupil participation. Pupils with disabilities are able to access all learning environments effectively. Specialist resources are in place and used regularly to support the delivery of the curriculum.
Improve curriculum delivery/ delivery of materials in other formats	Targets used by staff and understanding of additional time requirements in practical work understood and planned for – appropriately challenging targets	SEN information available to all staff and further training on implementation and differentiation of curriculum required through PDM time	Ongoing	SENDCo	Staff meetings on aspects of SEN scheduled for 2023-2026 Information sharing supports new staff on induction. Pupils with SEN are able to access

	<p>set for each pupil</p> <p>Use of IWB promoted for visual ease. Copies of slides and diagrams available to pupils</p> <p>Liaison with Secondary schools to ascertain requirements of rising Year 6 pupils during transition</p> <p>Liaison with LA and appropriate external agencies and partner special schools for assistance with producing alternative document formats</p> <p>School to produce large print documents as and when required</p> <p>School to provide overlays and sloped writing frames for children with visual disturbances, dyslexic tendencies</p> <p>School to seek advice from the Visual Impairment team if needed.</p>	<p>The school can provide written information in alternative formats using Communicate In Print, EAL translation websites, etc</p> <p>Use of identified shade of paper for Dyslexic and Visually Impaired pupils</p> <p>Coloured overlays used by pupils where relevant</p> <p>Advice sought implemented and reviewed for individual children as appropriate</p>			<p>curriculum more effectively.</p> <p>Delivery of information to pupils with SEN, parents, carers, staff and other stakeholders is accessible.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>▪ Ramped access</li> <li>▪ Corridor width</li> <li>▪ Disabled parking bays</li> <li>▪ Disabled toilets with adaptations on handrails and lever taps and includes changing facilities</li> <li>▪ Signs clear and understandable</li> </ul>	<p>Additional signs to be introduced where appropriate taking into account appropriate colour schemes/size , etc</p> <p>Maintain increased visibility/safety</p> <p>Identification of obstacles</p>	Ongoing	<p>Senior leaders</p> <p>Site staff</p>	<p>Routes across site are clear, safe and visible</p> <p>Accessibility plan reviewed annually</p> <p>Disabled unisex toilets available for all relevant pupils in each building and fully accessible washing facilities in identified toilets.</p> <p>Effective PEEPs are in place and reviewed regularly for all identified</p>

	for visually impaired <ul style="list-style-type: none"> <li>▪ Maintain external lights</li> <li>▪ Undertake full audit of school site and buildings</li> <li>▪ Personal Emergency Evacuation Plans (PEEPS) are written and reviewed for stakeholders that become or have a physical impairment.</li> </ul>	Writing of PEEPS to be ongoing as necessary			stakeholders.
Review information to parents / carers to ensure it is accessible	The school accesses the language shop when required to support families with EAL and make use of staff in school with dual languages	Increase number of documents which are translated.	Ongoing	Admin staff	All parents receive information in a form that is accessible to them. Parents are supported to complete forms as appropriate.